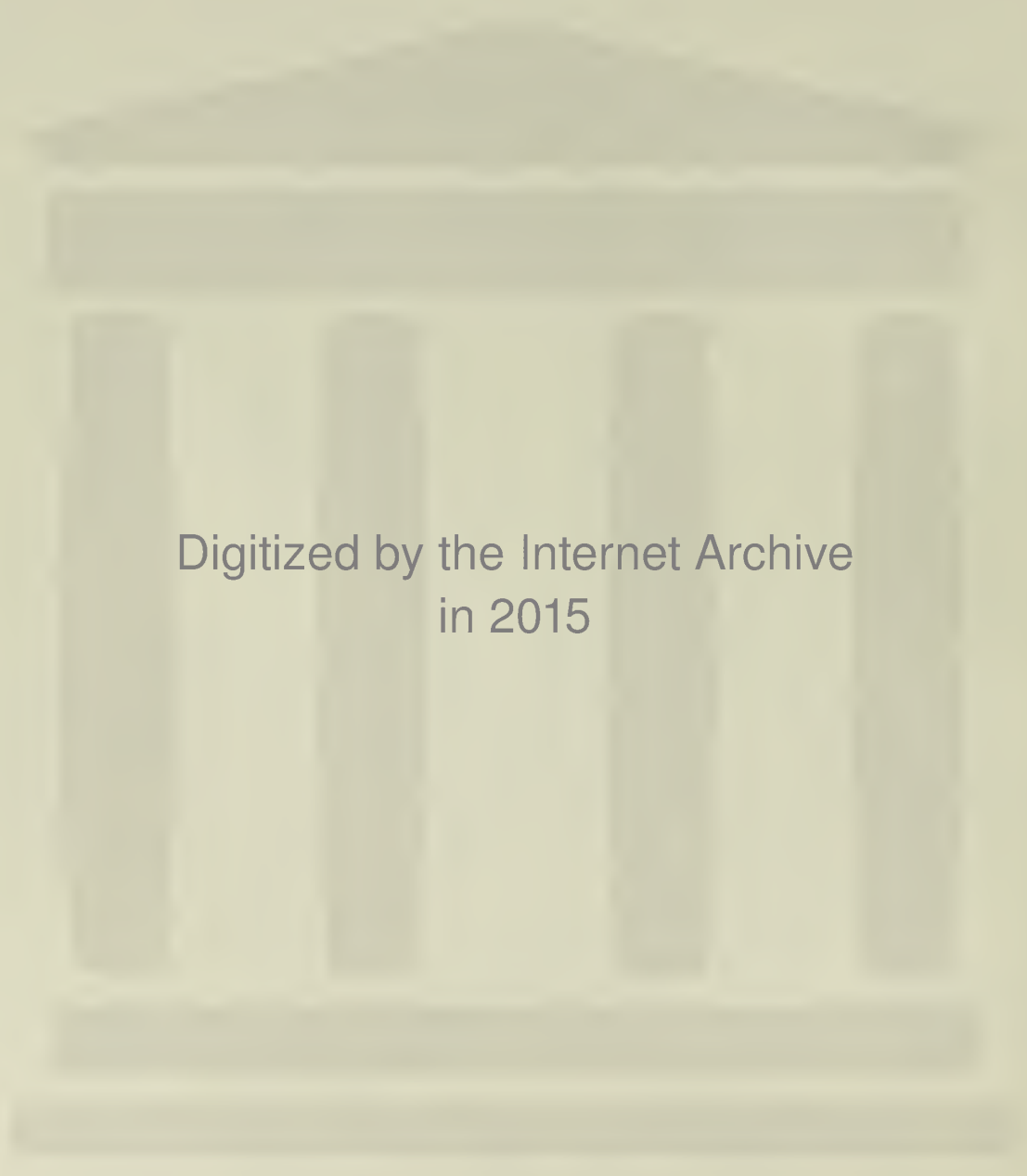


# *Annual Report '82- '83*

ANDOVER PUBLIC SCHOOLS  
ANDOVER • MASSACHUSETTS

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ANDOVER PUBLIC SCHOOLS  
ANDOVER, MASSACHUSETTS

1982-1983  
ANNUAL REPORT

Dr. Kenneth R. Seifert  
Superintendent of Schools

Mr. Richard E. Neal, Chairman  
Andover School Committee



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ANDOVER SCHOOL COMMITTEE

<u>Member</u>	<u>Date Elected</u>	<u>Term Expires</u>
Donald W. Robb 36 York Street	1979	1986
Richard E. Neal 1 Twinbrooke Circle	1980	1986
Michael R. Giammusso 68 Summer Street	1981	1984
Susan T. Poore 85 Osgood Street	1982	1985
Robert F. Smith 10 Dundas Avenue	1982	1985

School Committee Meets

The first and third Tuesday of each month at 7:30 P.M.

SUPERINTENDENT OF SCHOOLS

Dr. Kenneth R. Seifert

ASSISTANT SUPERINTENDENT OF SCHOOLS

Dr. Charles L. Mitsakos

BUSINESS MANAGER

Mr. Francis L. Paul

PLANT ENGINEER

Mr. Alfred L. Hart

TRANSPORTATION COORDINATOR

Mrs. Kathleen Casey

DIRECTOR OF FOOD SERVICES

Richard F. Barron





## TRUSTEES OF PUNCHARD FREE SCHOOL

Rev. James A. Diamond  
Mr. Earl G. Efinger  
Rev. Westy Egmont

William V. Emmons

Ms. Joan M. Lewis  
Rev. Otis W. Maxfield  
Ms. Margaret R. Porter

## SCHOOL PHYSICIAN

Dr. Grace Kim

93 Main Street  
Andover, MA. 01810

## SCHOOL CANCELLATIONS

In the event that circumstances require a decision to cancel or delay the opening of school for up to one hour, the superintendent or his/her designee shall have the sole responsibility for such a decision. The conducting of extra curricular activities in the event of school cancellation shall be decided by the superintendent of schools.

On days when school has been cancelled because of inclement weather, but extra curricular activities are held, parents are urged to use their own judgment to decide about their child's participation in extra curricular activities.

Announcements cancelling school will be made over radio stations WBZ, WLLH, WCCM, WEEI, and WHDH; and on television stations WBZ, WXNE-TV Boston 25, and WNDS-TV50, Derry New Hampshire.

## ENTRANCE REQUIREMENTS FOR STUDENTS

1. Children entering kindergarten must be five (5) years old on or before September first of the current school year.
2. A physical examination by a physician before admission is required of all students.
3. A copy of the student's birth certificate is required before admission.
4. First Grade: to be admitted to the first grade a child must be six (6) years of age on or before September first of the current school year or have successfully completed the kindergarten year.



ANDOVER PUBLIC SCHOOLS  
ANDOVER, MASSACHUSETTS

1982-1983 SCHOOL YEAR CALENDAR

September 7, 1982	Tuesday	Teachers' preparation day
8, 1982	Wednesday	Teachers' preparation day
9, 1982	Thursday	Fall session begins
November 24, 1982	Wednesday	Thanksgiving recess begins at noon
29, 1982	Monday	Schools reopen
December 23, 1982	Thursday	Holiday recess begins end of day
January 3, 1983	Monday	Schools reopen
February 21 -	Monday	
25, 1983	Friday	Winter vacation
April 18 -	Monday	
22, 1983	Friday	Spring vacation
June 24, 1983	Friday	Students last day of school ends at noon
June 27, 1983	Monday	Teachers last day of school

SCHOOLS WILL NOT BE IN SESSION:

October 11, 1982	Monday	Columbus Day
November 11, 1982	Thursday	Veterans' Day
March 28, 1983	Monday	Inservice day for teachers
April 1, 1983	Friday	Good Friday
May 30, 1983	Monday	Memorial Day

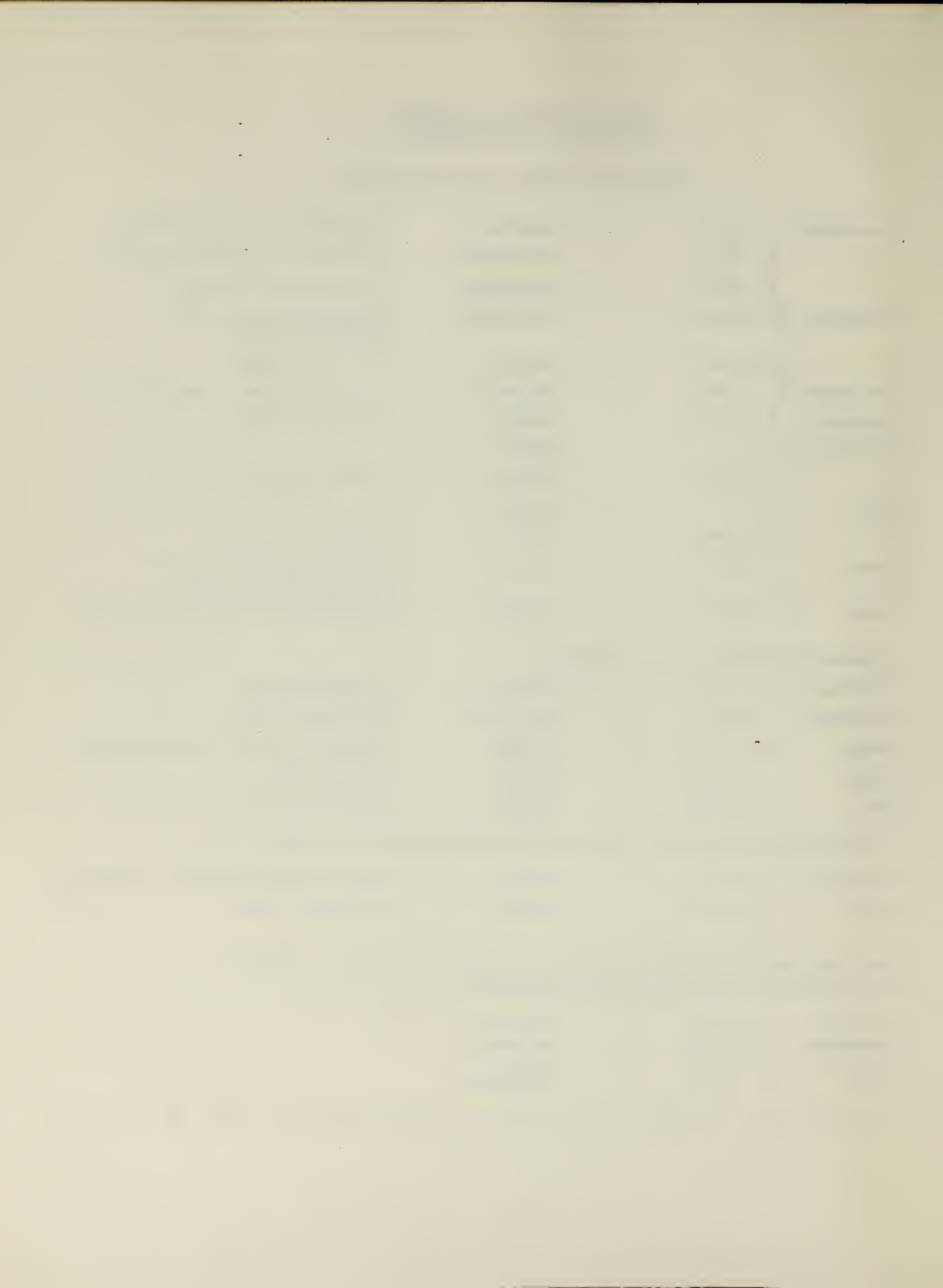
THE FOLLOWING HOLIDAYS FALL WITHIN THE SCHOOL VACATION:

February 21, 1983	Monday	George Washington's Birthday
April 18, 1983	Monday	Patriots' Day

THE FOLLOWING DAYS WILL BE EARLY RELEASE DAYS FOR STUDENTS  
AND INSERVICE HALF-DAYS FOR TEACHERS:

October 5, 1982	Tuesday
November 3, 1982	Wednesday
January 24, 1983	Monday
May 11, 1983	Wednesday

This calendar includes 180 days plus 4 snow days for a total of 184 days



ANDOVER PUBLIC SCHOOLS  
ANDOVER, MASSACHUSETTS

OCTOBER 1, 1982 ENROLLMENT

School	E.C.	R	K	1	2	3	4	5	6	7	8	9	10	11	12	S.N.	Total
Bancroft		17	62	86	69	93	80	79	100							19	605
Sanborn			58	56	51	52	62	75	84							23	461
South			49	54	47	47	73	52	68							20	410
West Cont.	11	16	58	92	80	90	94	113	104							5	663
West Trad.			22	28	46	25	38	39	53								251
East Jr.										225	211	204				12	652
West Jr.										255	242	251				9	757
High School													418	431	411	14	1274
Totals	11	33	249	316	293	307	347	358	409	480	453	455	418	431	411	102	5073

Elementary 2390  
Secondary 2683  
5073

E.C. = Early Childhood  
S.N. = Special Needs



REPORTS FROM

Mr. Richard E. Neal  
Chairman

Andover School Committee

Dr. Kenneth R. Seifert

Superintendent of Schools

Dr. Charles L. Mitsakos

Assistant Superintendent  
of Schools

Mr. Francis L. Paul

Business Manager





ANNUAL REPORT OF  
RICHARD E. NEAL, CHAIRMAN  
ANDOVER SCHOOL COMMITTEE

The 1982-83 school year saw the completion of two-thirds of the secondary school building program as the Doherty Junior High School and the DeCesare Media Center at West Junior High School opened for the first time in September. Both events were marked by appropriate school and community celebrations.

Early in the year the School Committee commissioned a study of elementary education in Andover. A Steering Committee and Grassroots Committees at each of the four elementary schools were charged with formulating a set of questions which would become the framework for an assessment of elementary education in the Andover Public Schools with particular emphasis on (1) consistency of services, (2) provisions for meeting the needs of varying learning styles, and (3) appropriateness of curriculum for the needs of today's students. After an exhaustive study a final report was presented to the School Committee in January. Several conclusions and recommendations were made. In general there appeared to be a great deal of satisfaction with the elementary schools. The committees felt that the basic structure of the elementary schools should remain unchanged with respect to programs and districting.

As a follow-up to this study the School Committee initiated plans for a systematic study of the secondary schools. This will focus on curriculum, services, operations, and needs of the junior and senior high schools.

On October 25, 1982, the service of the East Junior High School to the Town as a school facility officially ended as the School Committee transferred the two wings of the school from its authority to that of the Town Manager.

With the move of the school department's administrative offices from the Shawsheen School to the redeveloped East Junior High Building on the horizon the School Committee began to look into future uses for the Shawsheen Building. To assist with this and

other school department planning an updated demographic study was conducted by Mr. James Fraser. This study indicated that in 5-6 years the junior high level would total about 1000 students and the elementary population will level out between 2000 and 2300.

As a result of a task force study an extensive plan for educational computing in the Andover Public Schools was developed. The first year of funding was approved by Town Meeting in a capital outlay article.

A study of custodial management options was undertaken during the year. Following the study it was determined to move forward with an in-house system with internal supervision provided by a supervisor of custodians.

Student achievement results continued to be at a very high level. On national standardized tests 100% of the Andover system averages in each of the tests administered were at or above the 93rd percentile.

The budget process had a significant change this year as all town departments agreed to a shared financial model. Plans for centralized maintenance became a reality and the funding for this function was shared by town and school departments.

An extremely tight budget was developed for the 1983-84 school year with little or no flexibility built in. Over the past few years priorities for usage of available funds have been established and a higher percentage of the budget is designated for classroom teaching each year. As one looks to the future, however, a concern must be expressed. Each year less money is available for replacement and updating of equipment in the system and, at the current pace, the day may come when a heavy expenditure in this area will be necessary.

Also, Andover's educational system has long been recognized for the development of new ideas and programs. Budgetary considerations must be given for research and development in order to maintain this leadership role.

We are very fortunate in Andover to have an extremely dedicated staff of professionals who continue to come forward with exciting new ideas and methods. As a community we must continue to provide the support necessary to enable these professionals to see their

ideas become more than just dreams.

In conclusion, I wish to thank all those in the community who have come forward to serve the school system either as volunteers in the schools, as committee members, or as individuals offering services or ideas. Your support and assistance is most appreciated.



ANNUAL REPORT OF  
SUPERINTENDENT OF SCHOOLS  
DR. KENNETH R. SEIFERT

Highlighting the beginning of the 1982-83 school year was the opening of the modernized Doherty Junior High School. The staff and students were excited about the potential of the facility and I felt the Doherty students truly understood the contribution the Town had made in furthering their education.

In 1982-83 our students once again achieved at an outstanding level in all standardized testing administered during this past year. Andover students continue to score in the upper 5% of all students, nationwide. Our students also continue to receive a sound foundation for college with over 75% of our graduating seniors pursuing higher education opportunities. The non-college bound is not as fortunate. Greater attention should be given to these students.

As the school year concluded, we were preparing for the first large phase of our computer program for all students. The Town overwhelmingly supported such a direction, and on the surface it would appear that we are doing quite well.

In 1982-83, however, it became obvious to me that we are attempting to provide too many things. If one is not interested in the quality of service, then this would be satisfactory. As our teacher-pupil ratios begin to get larger and as we lay off other staff members to keep our teachers, the result is clear. We have delayed capital purchases, curtailed research and development, and put off many long-term considerations for short-term solutions.



As we look to the future, I think serious considerations must be given to the level of funding and the range of offerings we provide. As to the level of funding, this is a community decision and should be handled in the community arena.

Internally, we must examine much more closely what we are offering and what we can do and do well. It is our responsibility to recommend what we think is the best under the circumstances. I plan to initiate a formal quality assurance program in the coming year. Our students must have equal access to the instructional program. In the last few years we have closed schools, changed staff, and reduced program flexibility. It is now time to engage in a discussion of what can be offered and with greater consistency across the system.

I believe such a direction should be viewed as positive. Maybe we will not have the range of services, but I believe we will have a higher level of quality. Our schools are no different from those of the nation as a whole. There are many things we used to have that we no longer find available.

Will this level of education be satisfactory for the 21st century? Let the historians answer that question. In 1983-84 we will attempt to get the most from what we have. I find such a challenge most exciting, but one that requires a commitment: the ability for all to compromise and above all, a community effort.

Annual Report  
by  
Charles L. Mitsakos  
Assistant Superintendent of Schools

Despite the generalizations regarding educational mediocrity in America's schools drawn by the National Commission on Excellence in Education, Andover students continue to excel in their academic performance.

Andover students at all grade levels significantly exceed the national norms on standardized achievement tests. Their performance also exceeds that of their counterparts in high socioeconomic communities throughout the nation.

Students in the Andover Public Schools continue to score significantly above the national norms in all of the sub tests that are part of the testing program. One hundred percent of the school system averages were at or above the ninety-third percentile. Put more simply, as a group, Andover students did as well as 93 percent of all the students who took these tests. Almost all of the scores were at the maximum percentile computed (95+). This type of performance systemwide varied little from grade level to grade level regardless of the subject matter being measured.

Eighty-six percent (350 students) of the senior class at Andover High School during 1982-1983 participated in the College Board Scholastic Achievement Testing Program. Members of the class as a group outperformed their counterparts throughout the nation including those students at high schools in Massachusetts residential suburbs similar to Andover. The Andover High School class of 1983 as a whole showed significant improvement on the verbal subtest in comparison to the Andover High School class of 1982 while the average score in mathematics showed no statistically significant change.

In examining the various curricular programs one notes the following:

- . At the elementary level students make good progress through the AIRS continuum. There appears to be more horizontal enrichment at the primary grades and vertical advancement at the intermediate level. The streamlined AIRS II version seems to be achieving good results and has been received favorably by the staff and students.

- . Standardization of the English curriculum at the secondary level has been a major focus. Common titles have been agreed upon for literature assignments in both junior high schools as have a series of writing guidelines for compositions and other written assignments. A junior high school communications curriculum has been written for the first time and will serve as the curriculum framework for that course during the 1983-1984 school year. A common sophomore English curriculum has also been developed. This core course will include a formal introduction to word processing for all students in the new word processing lab.

The quality of writing showed some improvement particularly at the high school. The publication of **IMAGES**, a distinctive high quality literary magazine, culminated this effort.

- . The 1982-1983 school year marked the final year of Andover's total involvement with IMS at the elementary level. Student progress through the Andover continuum remained steady with a small increase in the number of students at or above grade level. Student computation skills are excellent especially with whole numbers. There is still room for improvement in student ability to compute with fractions, decimals, and percents as well as in their word problem solving skills. The newly adopted mathematics program provides for extensive experience in this regard.
- . In mathematics secondary school students seem to be making good progress based on standardized tests and department exams. Large numbers of students continue to register for math electives. Students in record numbers successfully completed high school computer programming courses. Some members of the junior high school math staff have taken an active role in the implementation of computer programs. The efforts of the instructional aides in this regard were extraordinary. Math leagues had successful seasons. The math lab became a reality for enrichment and remediation with the opening of the Doherty Junior High School.
- . Social studies showed great vitality during the past year. Several elementary teachers participated in the field testing of materials for a new program. Three years of rationale building, curriculum analysis, and field testing of alternative programs culminated in the selection of new texts as an integral



part of a new framework in grades 1-5. The elementary year was also marked by three other signs of vitality: increase in the use of community resources in the classroom (i.e., Andover Historical Society site visit and Ballardvale Project); planned assemblies for patriotic holidays; and successful implementation of materials for teaching about aging.

The secondary school program was characterized by teaming and testing. Interdisciplinary teams functioned well as described in the language arts section of this report. Eighth grade teachers field tested a multi-disciplinary introduction to the social sciences and social studies while head teachers and staff members explored a tentative scope and sequence. Individual student achievement remained high according to standardized tests and department exams. Independent abilities or the application of social studies skills culminated in a series of local, regional, and state National History Day competitions with a Doherty Junior High School student declared a national prize winner.

- . In science special projects ranging from science fairs to energy conservation projects highlighted the application of science skills and concepts at the elementary level. Very successful science fairs at Bancroft and Sanborn produced exceptional student work.
- . At the secondary level much effort was extended in attempting to develop common course content standards. This resulted in a new eighth grade curriculum guide and some preliminary agreement on some other courses at other levels. Energy projects and the use of community resources in business and industry were expanded. A favorable purchase agreement was negotiated with a major science supply house. Changes in lab schedules may have had some effect on the numbers enrolled in science classes.
- . Successful travel programs and a critical self-examination of program content and teaching methods marked the year for foreign language. A great effort was also made to place students into more appropriate seventh and tenth grade programs. The combining of levels and the streamlining of the program will have to be monitored carefully to examine its impact on the year ahead. The role of the language lab in instruction must be addressed.

- . The fine arts program seemed to enjoy one of its finest years. A testing/monitoring system showed good student progress through respective program continuum. There seemed to be great consistency in the use of manipulatives and Orff instrumentation in music while the quality of high school student art work resulted in student admission into prestigious colleges. The use of double periods in art at the secondary level had a very positive impact on the program. Staff changes in instrumental music resulted in a much improved program. Andover seems to be building a fine arts program which is becoming one which will be second to none.
- . The absence of an occupational education program advisor was felt by staff and program particularly in industrial arts. A first rate program appears to have been implemented in a third rate manner at the junior high level - a problem which requires immediate attention. The business education segment continued to show its sensitivity to the changing times by participating in computer related staff development activities and producing classroom related experience for students. A Doherty Junior High School home economics teacher was state teacher of the year while the high school food management program expanded its efforts, the new auto shop at the high school was opened, and the child care program had a waiting list. Although positive, many plusses seemed to lack direction and a relationship to the whole.
- . The physical education program was helped and hindered by the delay in the building program - helped by a successful substitute program for Doherty Junior High School students at Phillips Academy and hindered when the school gym was not ready. Other secondary schools experienced physical plant problems as well. Student achievement on the AAHPER fitness test showed gains.
- . Media librarians took active roles at all levels in the use of computer technology. Elementary media librarians' efforts in several ways were limited due to the elimination of media aides and the resultant increase in non-professional activities.
- . The health education program was enhanced by the development of a strong substance abuse approach and continued use of health resources from the community. Staffing assignments caused problems in the quality of the health education experience at West Junior High School.

All in all 1982-1983 was a good school year. Andover's teachers, principals, aides and supervisors continued to produce far beyond what is expected. Students generally made good progress. However, it is obvious that the budget constraints of the last three years have had an effect on the program in many substantive ways. There are some problems that need to be addressed:

1. Teaming and multiaging need to be explored more fully. "Real" team teaching where colleagues have an effect on what one another is doing can provide staff development and enriched student opportunities.
2. Flexibility in grouping is a key to declining enrollment and meeting individual needs - either by multiaging or by continuous progress through a curriculum.
3. Differentiated staffing may be a realistic outgrowth of the above; the role of head teacher explored further at all levels. The high school could serve as a model.
4. Traditional practices as well as innovative programs must stand the test of well-designed research and evaluation.
5. Care must be exercised that in our enthusiasm for standardization and evaluation we do not suffer from processualization - an overemphasis on process - or homogenization - playing to the lowest common denominator - and thus lose sight of what our broad goals are and what our vision of the future should be for ourselves and for our students.

In examining the effectiveness of education in the United States, the National Commission on Excellence in Education concluded in the spring of 1983 that America was a "nation at risk." The Commission attributed the decline of educational performance to "disturbing inadequacies in the way the educational process itself is often conducted." To the contrary, the investment that Andover has made in its instructional system has paid off. Particularly as it relates to basic skills, the integrated system of well-defined objectives and correlated materials and activities implemented by teachers and aides enables Andover students, as a whole, to continue to achieve at a level significantly above the national as well as HI SES norms. This superior achievement is generally consistent from student ability level to level regardless of aptitude, from school to school, and from grade level to grade level. Andover students are not "at risk."





ANNUAL REPORT OF  
FRANCIS L. PAUL  
BUSINESS MANAGER

School/fiscal year 1982-1983 was marked by both successes and frustrations in the Office of Business Services, - successes in implementing the revised financial systems and expanding our capability and productivity in the copy center and frustrations in the computer and transportation systems. The following is an analysis of the operations and productivity of this department.

Finance/Accounting: including payroll, accounts payable, and financial reporting.

The new chart of accounts and reporting system, designed during fiscal year-1982 was fully implemented during fiscal year-1983. All budgets and reportings systems were in a format that classified budgets/expenditures by function (major category), by building, and by specific program. Financial reports were issued monthly to the School Committee and to all administrators for more effective control and forecasting.

The accounts payable group audited more than 8500 invoices, resulting in the issue of 5441 checks for payment of materials received and contracted services rendered. This represents a 35% decrease in the number of invoices processed and a 25% decrease in the number of checks issued, both reflective of the near million dollar (29%) decline in available matériel and service dollars.

Payroll processed 23,978 payroll checks, accommodating a weekly payroll of 249 employees and a bi-weekly payroll of 670 employees. In addition to executing payrolls, and the accompanying registers/reports, this group audits weekly labor transmittal sheets, substitutes, and day-to-day in W-4 forms, credit unions,

tax-sheltered annuities (TSA's), sick leave, vacation leave, etc. Due to exhaustive research into prior years earnings and W-2 reports, this group was able to provide sufficient back-up data to the Town Treasurer so that a levy by the Internal Revenue Service was successfully challenged.

#### Purchasing and Contracting:

This group processed 3325 purchase orders, down 32% as compared to fiscal 1982. All orders are checked for available funds prior to processing, in addition to providing a vendor, materials, and cost analysis. Purchases were made utilizing state contracts for physical education, media, science and plant supplies and materials. Thirteen public bids were let including that for duplicating/copy paper that resulted in a 12.4% decrease in cost/unit, while at the same time retaining quality standards.

#### Copy Center:

The copy center provides duplicating services for educational programs as well as administration, and hence, contributes significantly to a reduction in materials purchased. Nearly 6,000,000 copies were processed at an average cost of 1.5 cents/copy, significantly lower than most commercial in-house copy centers. The 25% increase in productivity is reflective of the trend away from commercial printers to in-house capability for the town offices as well as the school department. Major projects of note for the Town were the Annual Report, Town Budget Report, and Fourth of July Celebration packages. Cost/unit was maintained at the fiscal 1982 level through the addition of a second copy machine that permitted this group to become more efficient in equipment utilization.

### Food Service:

The school lunch program operates as a self-sufficient entity, with no impact on the tax-levy, relying solely on receipts from sales and state/federal reimbursements. In addition to catering dinners and banquets for various School/Town/Community functions (Founders Day, Cub Scouts, Sporting events, Football banquet, etc.), the Food Service Department fulfilled its designated mission as follows:

Student meals served	-	376,487
Student meal price	-	\$0.65 Elem/JHS
		\$0.75 AHS
Elderly meals served	-	12,933
Elderly meal price	-	\$0.50
Gross revenues	-	\$548,818.00
Number of employees	-	54

The 5.7% decline in student meals, coupled with increased food/labor costs will require an increase in the price of meals for fiscal year 1984.

### Transportation:

Total transportation costs for fiscal year 1983 were \$468,680, a reduction of \$23,368 compared to fiscal 1982 expenditures. This was accomplished by a reduction of 3 buses partially offset by increasing the routing and mileage of the remaining 20 regular school buses. Dollar savings, however, were not without operational costs in the areas of seating capacity and time of delivery. Regular transportation services were provided to 4015 students in addition to the services provided for 148 special needs students.

Of the 20 regular buses used, contracts for 18 of these expired on June 30, 1983. During the spring all specifications were revised to stress student/vehicular safety and management rights.

Contracts for the period fiscal 1984 through 1986 were awarded by the Committee in April to three contractors, operating six vehicles each.

Of the 18 vehicles, 12 are brand-new. The remaining 6 are less than 6 years old. New contract prices are generally 20% higher per bus per day than expiring contracts.

Again, we gratefully acknowledge the expert and very necessary assistance of the Andover Police Department and its officers during countless hours of road trials. Our mission will continue to be the safe, timely transportation of all elementary, secondary, and special needs students in Andover.

#### Computer Center:

The computer center is charged with the operation and maintenance of our Digital 11/70 equipment, and its operating terminals providing information services to administrative functions, including, but not limited to, all financial reports, payroll, accounts payable, grade reporting, class scheduling, attendance, transportation, equipment inventory, etc. During the year, Access International, Inc., a well-known consultant firm, was engaged by the Town to assess the school/town needs and capacity, and to make such recommendations relative to equipment and software that will satisfy our needs as we look to future years amid the demands for increased information for decision-making. A proposal for the replacement of the DEC 11/70 with a DEC VAX 750 system was accepted and we look forward to the installation and operation early in 1984. Day-to-day operational problems with our existing software, coupled with critical delays in the installation of the expanded Database Management System have caused us to begin evaluating alternative software packages that would allow us to be more self-sufficient and less dependent upon a software service agency.



### Plant Services:

During the year, the Committee, in reviewing the status of plant services took two major steps:

1. Transfer of all school building maintenance services to the newly-created Municipal Maintenance Service Department, effective July 1, 1983.
2. Transfer of responsibility for all school building custodial services to the Office of Business Services, effective July 1, 1983.

The latter transfer was made after exhaustive analyses of custodial services by outside agencies. A new organizational structure was formed to be led by a Supervisor of Custodians, reporting to the Business Manager. The mission of this group in the year to come will be to maintain the schoolhouse at such a level of safety, cleanliness, and sanitation as to provide an environment that is conducive to learning.

Much has been accomplished in fiscal year 1982-1983, - and much is left to do. As old problems have been solved, new challenges have arisen.

The mission of the Office of Business Services continues to be that which will provide for the effective and efficient management of financial and other supportive services.

ANDOVER PUBLIC SCHOOLS  
APPROPRIATION/EXPENDITURE ANALYSIS  
FY-83

<u>Acct. #</u>	<u>Description</u>	<u>Salaries</u>	<u>Expenses</u>	<u>Total</u>
1100	School Committee	\$ -0-	\$ 10,670	\$ 10,670
1101	Legal Services	-0-	13,405	13,405
1200	Superintendent's Office	68,102	6,556	74,658
1410	Asst. Superintendent's Office	56,658	2,327	58,985
1420	Personnel Office	40,547	13,044	53,591
1430	Business Office	178,676	73,309	251,985
2100	Program Advisors	343,744	18,186	361,930
2200	Principals' Office	546,235	26,555	572,790
2300	Teaching	7,656,177	210,784	7,866,961
2400	Textbooks	-0-	36,918	36,918
2500	Library	-0-	44,990	44,990
2600	Audio-Visual	247,952	20,069	268,021
2700	Guidance	211,815	22,502	234,317
2800	Psychological Evaluation	102,504	8,772	111,276
3200	Health Services	92,680	5,326	98,006
3300	Student Transportation	16,358	452,322	468,680
3510	Athletics	102,350	4,656	107,006
3520	Student Body Activities	20,534	-0-	20,534
4110	Custodial Services	492,789	33,849	526,638
4120	Oil Heat	-0-	186,354	186,354
4130	Utilities	-0-	454,284	454,284
4210	Maintenance-Grounds	-0-	5,510	5,510
4220	Maintenance-Buildings	199,509	196,131	395,640
4230	Maintenance-Equipment	-0-	2,382	2,382
5200	Fixed Charges	-0-	364,979	364,979
7300	Capital Outlay	-0-	1,935	1,935
9000	Programs Other Districts	-0-	310,883	310,883
		\$10,376,630	\$ 2,526,698	\$12,903,328

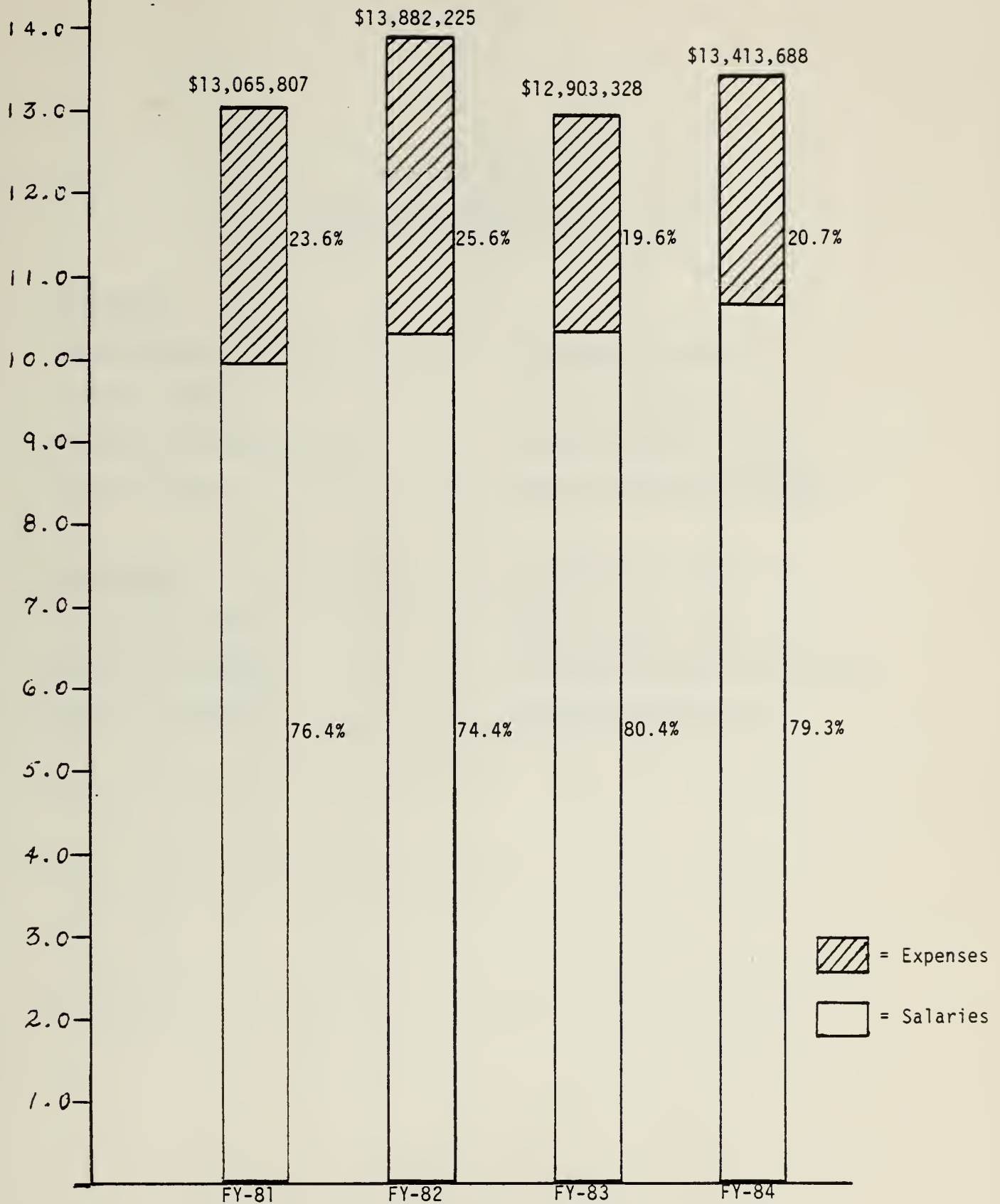
ANDOVER PUBLIC SCHOOLS  
Appropriation/Expenditure Analysis  
FY 1981 - 1984

<u>Acct. #</u>	<u>Description</u>	<u>Expended FY-81</u>	<u>Expended FY-82</u>	<u>Expended FY-83</u>	<u>Estimated Budget FY-84</u>
<u>ADMINISTRATION:</u>					
1100	School Committee	13,201	3,976	10,670	8,200
1101	Legal Services	14,025	12,768	13,405	14,000
1200	Superintendents Office	70,136	71,274	74,658	77,417
1410	Asst. Supt. Office	52,763	56,166	58,985	62,901
1420	Personnel Services	42,922	43,617	53,591	54,467
1430	Business Services	353,566	281,464	251,985	282,892
1440	Contingency Account	-0-	-0-	-0-	12,332
	<b>TOTAL ADMINISTRATION</b>	<b>546,613</b>	<b>469,265</b>	<b>463,294</b>	<b>512,209</b>
	Percent of Total	4.37	3.64	3.71	3.82
<u>INSTRUCTION:</u>					
2100	Supervisors	279,846	475,169	361,930	357,237
2200	Principals	551,554	553,151	572,790	632,186
2300	Teaching	7,647,670	7,873,962	7,866,961	8,249,482
2400	Textbooks	114,961	104,925	36,918	69,477
2500	Library	53,546	49,555	44,990	51,337
2600	A/V Services	248,350	268,857	268,021	309,346
2700	Guidance Services	225,743	235,448	234,317	253,969
2800	Evaluative Services	99,137	107,081	111,276	115,800
	<b>TOTAL INSTRUCTION</b>	<b>9,220,807</b>	<b>9,668,148</b>	<b>9,497,203</b>	<b>10,038,834</b>
	Percent of Total	73.70	75.07	75.98	74.84
<u>OTHER SCHOOL SERVICES</u>					
3200	Health Services	99,158	125,904	98,006	111,066
3300	Transportation	518,186	492,048	468,680	554,320
3400	Food Services	21,581	-0-	-0-	-0-
3510	Athletics	205,573	179,200	107,006	198,741
3520	Extracurricular Activities	16,505	21,437	20,534	28,858
	<b>TOTAL OTHER SERVICES</b>	<b>861,003</b>	<b>818,589</b>	<b>694,226</b>	<b>892,985</b>
	Percent of Total	6.88	6.36	5.55	6.65
<u>PLANT AND FACILITIES:</u>					
4110	Custodial Services	549,956	556,027	526,638	549,000
4120	Heat (Oil)	367,596	300,479	186,354	195,000
4130	Utilities	448,408	365,286	454,284	471,500
	<b>TOTAL PLANT AND FACILITIES</b>	<b>1,365,960</b>	<b>1,221,792</b>	<b>1,167,276</b>	<b>1,215,500</b>
	Percent of Total	10.92	9.49	9.34	9.06
<u>FIXED CHARGES:</u>					
5200	Medical/Life Insurance	238,728	277,636	364,979	400,000
	Percent of Total	1.91	2.16	2.92	2.99

<u>Acct. #</u>	<u>Description</u>	<u>Expended FY-81</u>	<u>Expended FY-82</u>	<u>Expended FY-83</u>	<u>Estimated Budget FY-84</u>
<u>CAPITAL OUTLAY:</u>					
7300	Equipment	147,898	217,773	1,935	35,000
	Percent of Total	1.18	1.69	0.02	0.26
<u>PROGRAMS OTHER DISTRICTS:</u>					
9000	Other School Districts	130,425	205,653	310,883	318,658
	Percent of Total	1.04	1.59	2.48	2.38
	Sub total	12,511,434	12,878,856	12,499,796	13,413,188
		100%	100%	100%	100%
<u>MAINTENANCE:</u>					
4200		554,373	1,003,369	403,532	-0-
	TOTAL	13,065,807	13,882,225	12,903,328	13,413,188

**ANDOVER PUBLIC SCHOOLS**  
**Salaries/Expense Comparison**  
**FY - 1981 to 1984**

(Millions \$)







Reports From  
THE SCHOOL PRINCIPALS

ELEMENTARY

Lois Haslam	Bancroft School
Isabelle Dobbie	Sanborn School
Joseph M. Normandy, Jr.	South School
John A. Coyle	West Elementary School

SECONDARY

William E. Hart	West Junior High School
Richard F. McGrail	Doherty Junior High School
Mary A. Jennings	Andover High School





ANNUAL REPORT FOR  
BANCROFT ELEMENTARY SCHOOL  
LOIS HASLAM, PRINCIPAL

Our main goals this year were to build and broaden student self-responsibility activities as contained in our Adopt-A-School Program. A mini-course in decision making was added to the schedule of events for Student Advisory Council members. Students spent time with recognized leaders in government, medicine and education in order to study factors that enter into critical decision making in these major areas.

Student Community Services, led by student squad leaders from Loft Six, mobilized and monitored students' cleaning and maintenance activities inside and outside the building at each level.

A Student judiciary board, drawn from Sixth Loft students who had passed the bar exam and served in the judiciary of Children's Economy, explored processes in student governance to be put in place next year. Each loft received an orientation and during the last quarter, several actual cases were brought before the court.

In the final quarter, faculty met in ad hoc committees as well, to review progress and refine activities around the student responsibility priority goal as we continue in the upcoming year.

Advances in computer opportunities for Bancroft students were greatly assisted by major parent efforts. Parents and volunteers held a computer camp during the summer and scores of parents organized an excellent Fall Road Race. Proceeds from both events purchased an additional computer. Many faculty members took computer courses so that several loft levels were able to offer Logo to the majority of its students. One loft five class piloted Dig, an archaeological program encouraging critical thinking skills.

Through a small but most effective NAESP grant, Loft Four engaged in a total immersion week long study of China. Guests, field trips, media, puppetry and hands on cultural activities concentrated study in this major global awareness effort.

Drama, an important aspect of developmental education, proliferated throughout the school. Particularly noteworthy was sixth loft, where students were exposed year-long to a wide range of listening, speaking, and production related activities. A highly polished production of

Cinderella was a highlight in May by second loft students, as were original puppet plays by third loft. Under a New Emphasis proposal at that level, students viewed professional puppet plays, later producing their own puppets and originating scripts for a parent puppet series.

Reaching out to the community as a resource, over one hundred parents each week came to work in the lofts and in the resource center. Students also took advantage of tours to the Addison Gallery, to the historical society, and to other sites in Andover via bike trips.

The results of spring achievement tests, ranging from 93 to one 95+ percentile in all areas were heralded in a unique final poster report to parents, designed by student reporters, with final editing and layout completed by Fran McCormick, art specialist.

In a rapidly moving year, beset with economic unrest and national controversy over education, Bancroft has attempted to balance resources to meet its objectives. With cooperative efforts inside and outside the school, evidence would suggest we are making progress despite these difficult times.

ANNUAL REPORT FOR  
SANBORN ELEMENTARY SCHOOL  
ISABELLE DOBBIE, PRINCIPAL

Grade Allocations

The Sanborn School houses classes from kindergarten through grade six and two classes for perceptually handicapped children.

The instructional program includes language arts, mathematics, social studies, science, health, library, physical education, art, and vocal and instrumental music.

Instructional groupings in language arts and mathematics are determined by diagnostic testing, placement on AIRS and IMS profiles, teacher judgment, quality of academic work, and learning style.

Highlights

Student Senate

One of the highlights of the year was the organization of the Student Senate. Children from each intermediate grade homeroom were elected to the Student Senate. This group met twice monthly with Mr. Gene Rapisardi and me and twice monthly by themselves. The Student Senate was involved in the following activities:

1. Participating in the Annual Harvest Festival Assembly
2. Developing cafeteria behavior guidelines
3. Instituting the "Super Sanborn Citizen" awards
4. Establishing communications with the lower grades
5. Determining noonhour play areas
6. Running "Sports Dress-Up Day" and Inside-Out Day."

The Student Senate has planned for the operation of a school store next year.

Grassroots Committee

Another highlight of the year was the cooperative work between parents and teachers who devoted a tremendous effort in completing the Sanborn School Grassroots Committee Report for inclusion in the final report of the Elementary Steering Committee.

Computer Usage

The two computers at Sanborn School were well used in all grade levels this year.

Kindergarten, first, second, and third grade students learned how to use the LOGO program, became familiar with the keyboard, and learned how to use disks. More advanced children wrote their own LOGO programs and learned how to store them on disks.



In grades four, five, and six, children learned the general use of the computer, used a variety of programs, and more advanced groups wrote math and language games, as well as developing a computer system to keep sixth grade store budget, sales records, and inventory.

We are looking forward to using our additional computers next year. This increase to five Apple Computers will decrease scheduling problems and allow more time for children to increase their skills.

#### P.T.O. Contributions

The Sanborn School P.T.O. contributed a new sound system for our cafetorium, provided funds for each classroom for field trips, and recruited a conscientious group of volunteer parents who assist teachers in a range of activities from correcting to working with groups in appreciation of literature. These volunteers will be needed more than ever next year with a large decrease in aide time.

#### Building and Maintenance

New oil burners were installed this year. Sections of hot top on the playground were resurfaced and an annoying roof leak repaired.

Everyone at Sanborn School has made a concerted effort to save fuel. By turning the heat to the night setting from 2:00 p.m. to 7:00 a.m., plus having no heat over the weekends, Sanborn School has consumed less fuel. Monday mornings are very cold as are after school night meetings. Our efforts this year resulted in a 4390 gallon decrease in fuel oil consumption.

We have been unable to save on electrical energy due to the after school and nightly use of the building by Department of Community Services groups.

Hopefully, some day the drainage problem on the ballfield will be corrected, which in turn will eliminate some of the gigantic man-eating mosquitoes!

#### Sanborn School Night at the Museum of Science in Boston

A third and fifth grade teacher attended a Museum of Science course in the summer of 1982 in preparation for a multivisit program which integrated SCIIS units with Museum of Science programs. This excellent state-sponsored program offers one program free to visiting Massachusetts school groups; the cost for each additional program is 50¢ per person. Sanborn third and/or fifth graders attended museum sessions dealing with "Animal, Vegetable or Mineral" identification, "Dinosaurs and Early Life," "A Maya Expedition," "On Other Worlds," and "Clockworks of the Heavens." A Parents' Night at the Museum of Science in May was the culminating activity for this extremely successful series. Children introduced and narrated a series of slide tapes which graphically described their museum experiences. An estimated ninety per cent of enthusiastic

third and fifth grade parents attended this event and visited museum exhibits and enjoyed refreshments after the children's presentations.

#### Summary

This report provides a "micropicture" of Sanborn School where each day is a learning experience for children and adults.

The report of the "National Commission on Excellence in Education" was discouraging to say the least. However, it also contains some words of wisdom to consider.

The message to parents urges them to help children understand that excellence in education requires intellectual and moral integrity coupled with hard work and commitment.

The message to children reminds them that parental example and teacher effort are factors in their education, but attainment of knowledges and skills needed for the future requires constant effort and striving to work at full capacity.





ANNUAL REPORT FOR  
SOUTH ELEMENTARY SCHOOL  
JOSEPH M. NORMANDY, JR., PRINCIPAL

I hereby submit my twenty-second annual report as principal in the Andover Public School System. In this, my third report as principal of the South Elementary School, it is my intent to convey not only a summary of the successful curricula practices of the South School but to paint a word picture of the growing, positive spirit of the parents, pupils, and teachers who are diligently working together to provide a total program that addresses all areas of learning.

SCHOOL POPULATION

South School appears to be located in an area that is experiencing a substantial increase in new housing starts. These houses have, during the past school year, allowed us to enroll 46 pupils who were new to the South School this year.

In September of 1982, we opened with 411 pupils. In June of 1983 we closed with 434 pupils. The mathematical translation means that for every one pupil who moved out of the South School district, two moved in.

STANDARDIZED TEST INFORMATION

Standardized Testing in grades three and six proves that the pupils and teachers of the South School are deserving of high praise. Our test scores place us well within the superior range nationwide.

PARENT VOLUNTEERS

The true spirit of the South School is best illustrated by the high degree of teacher-parent articulation and by the strong support of the South School P.T.O. Our parent volunteer program conducted under the auspices of the P.T.O. is becoming a very vital part of our instructional program. During this past school year countless hours were donated to the pupils and teachers by this group of caring parents.

Many parents volunteered to come to South School and speak to individual grades and classes on subjects as wide ranging as environmental protection to computer technology.

## AUTHORS AND ILLUSTRATORS

One of our most successful programs, the visiting Authors and Illustrators, was underwritten by the P.T.O. Carol Carrick, John Bellairs, and Ned Delaney are all authors of books written for children and in some instances they illustrate as well as write.

The importance of this highly successful program became even more meaningful to us when the following event took place. A few weeks after Ned Delaney had visited our building, during story time in the library with kindergarten children, the librarian was starting to read a story when some of the children raised their hands as they wanted to know, "Who wrote the book? Did he draw the pictures too? Please show us the picture on the back and tell us about the author."

These are actual statements from kindergarten children who, prior to our program probably never gave much thought to what an author does.

Continuing along the same general theme, South School first grade pupils illustrated a book on Early Childhood for Memorial Hall Library. The sequel to "Stuart Little" done by the fifth grade was a tremendous success. The first printing was completely sold out. Grade five also published individual books for Mother's Day.

Sixth grade pupils wrote an autobiography and fourth grade pupils wrote and illustrated books. Fourth grade also wrote, illustrated, and bound a Craft Book. A copy of this book was donated to the Ballardvale Library.

## COMPUTERS

Computer literacy and technology was introduced to the pupils of the South School this year following a well thought out and planned program under the direction of Mrs. Sheila Eckoff. During the course of the school year, a Computer Open House was held so that pupils could demonstrate their newly acquired skills to the amazement of their parents.

## LOCAL HISTORY

The pupils, teachers, and parents of the fifth grade did some outstanding work on Andover in 1840 and culminated that unit with a visit to the Andover Historical Society.

The fourth grade undertook a study of early Ballardvale, its architecture, and its manufacturing importance. We involved speakers, video presentations, and culminated our unit with a walking tour of Ballardvale.

Several sixth grade pupils worked with members of the professional staff and parent volunteers to develop a large map of the South School community as it existed in 1884. This map will be presented to Dr. Kenneth R. Seifert and will be displayed in the Administrative Offices.

#### FLAG DAY

Flag Day this past school year was a most important day for us. The Honorable Paul E. Tsongas, United States Senator, presented to the pupils of the South School an American flag which had been flown over the Capitol Building in Washington, D.C. While the Senator could not be with us, Dr. Charles Mitsakos delivered the presentation address to the assembled pupils and teachers. The moments spent in dedicating this flag provided us with one of the most emotionally moving highlights of our school year.

#### PLIMOUTH PLANTATION

The pilgrims from the Plymouth Plantation, dressed in costume, visited some of our grades and provided us with an authentic look into very early America.

#### WINTER CARNIVAL

The Winter Carnival was once again a highlight of our winter season. A chance to take a day to enjoy some well-planned activities in the snow and to warm up with hot chocolate and homemade cookies.

#### PERFORMING ARTS

Our sixth grade put on an excellent performance of H.M.S. Pinafore. The acting, singing, and stage lighting, all in the hands of sixth grade pupils was delightful. I would be remiss if I did not publicly thank the Fine Arts Department of the South School for their talent and cooperation in the performances mentioned above and for their work beyond their classroom assignments during this school year.

Winnie the Pooh, held outside under our pine trees, was a second grade delight. The fourth grade saluted South America with a South American Cabaret as a conclusion to a social studies unit.

It is always sad to bid an academic goodbye to those teachers and aides who will not be with us for the 1983-84 school year. These professionals gave willingly of their time and effort and South School will miss them greatly.

In retrospect, it has been a very productive and successful school year. This has been made possible by the people, the children and adults of the South School community who have given their time, their talent, and their spirit to what we know is an outstanding cause. As I have said before, "THE SOUTH WILL RISE AGAIN."





ANNUAL REPORT FOR  
WEST ELEMENTARY SCHOOL  
JOHN A. COYLE, PRINCIPAL

This is my third annual report as principal of West Elementary School.

Enrollment declined from a peak of 1,029 in the 1981-82 school year to a total of 949 during the 1982-83 school year. There were 144 students new to the school during the academic year and 59 students transferred from the school for a net gain of 85 students over anticipated enrollment. Student attendance continued to be excellent with an average of 95+ per cent in attendance daily. There were 67 students that had 100% attendance and these students received a Certificate of Perfect Attendance.

This year we continued our program of getting the entire student body together on two occasions - the Christmas Sing-a-long and the Memorial Day Exercises. There were numerous cultural activities during the school year sponsored by the P.T.O. and/or the school department. General consensus was that the Whale Show sponsored by the P.T.O. was one of the best programs ever presented to students at West. Other highlights were grade 3's production of Charlie Brown and Grade 6's production of "Annie Get Your Gun" as well as the Spring Concert.

The sixth graders embarked on a special project that took them to the Andover Manor Nursing Home each week. They interacted with the senior citizens in a very positive way and there was much sharing of ideas and feelings. This was a tremendous program which benefited participants of both generations. At the conclusion of the program the sixth graders presented songs from "Annie Get Your Gun" and they were the recipients of a gift of a television from the Manor. We look forward to expanding this program in the future.

The increase of computers as part of the educational process was also noted during the school year. There was much use made of computers in the intermediate grades for drill and practice, simulations, and creative writing. A group of sixth grade students also became instructors and worked with first and second grade students in the use of computers. The sixth graders also helped in the development of "Word Tree" a program to be marketed nation wide in the Fall of 1983.

Academically the third and sixth grade test results were again excellent. Almost every sub test was at the 90th percentile or better as measured against the national average.

This year we also established an English as a Second Language Group with students from Argentina, Taiwan, Japan, Israel, and Greece. Most of these students were here for one year as their parents were sent to further their education at local colleges or high-tech industries. At the end of one year these students had a fine command of the English language. Also, at our U.N. Day ceremonies the parents participated and the students and faculty were exposed to life on a kibutz and an authentic Japanese tea ceremony.

The year 1982-83 was a highly successful year at West with the blending of cultures, the academic growth of students, and the molding of different generations. At the final assembly of sixth grade one student was selected as the recipient of the Lillian Winn Award for school citizenship and academic achievement. She is Jennifer Chunias and was the tenth recipient of this award.



ANNUAL REPORT FOR  
DOHERTY JUNIOR HIGH SCHOOL  
RICHARD F. McGRAIL, PRINCIPAL

The school year at Doherty opened with unprecedented excitement due to our beginning the year in a new building. The ribbon-cutting ceremony, held on the first day of school, September 9, helped to set the tone for the school year, appreciation to the community for an excellent facility in which to live and learn. There were some frustrations endured by all due to some furniture and equipment arriving late, gymnasium not ready for use until March, and an auditorium not ready until May. However, despite the inconveniences, faculty, staff, and students did and do enjoy this new learning environment.

It didn't take long for faculty and students to put the new building in perspective, recognizing the fact that only hard work and consistent effort would guarantee success. Apparently that hard work did occur since, no matter what criteria one used, Doherty students achieved well in the world of academics. Competing at the regional, state, and New England level, our students did themselves and this school proud in mathematics competition, foreign language examinations, and social studies competitions. As for standardized achievement tests, even though they are now limited to certain grades, even a cursory glance clearly indicates the level of success.

School is not all academics, however. On the athletic fields, the number of victories recorded in all sports throughout the year was only exceeded by the level of enthusiasm and commitment. It should be mentioned however that the Doherty is very fortunate to have such high quality coaches to work with students in the various sports. This has been going on for so long now that we all tend to take it for granted.

In the world of fine arts, I would like to highlight Doherty's contribution to the Fine Arts Festival and the very successful Cabaret. The only negative thing I heard about the Cabaret was that it was impossible to get tickets since it was sold out for both presentations.

Our Student Government was very active with a new twist this year. Since it was a new school, they wanted to run some activities which could become traditions. They were interested in many things, but two activities in particular which were sponsored by the Student Council were very successful and will undoubtedly become yearly events. I refer to the Powder Puff Football Game in late Fall and the three mile road race for students and parents conducted in the Spring.

Our Computer Lab, although not open until January, proved to be a very popular addition to the school. Through the cooperation of the faculty and staff, we managed to put almost all of our students through a basic computer literacy program between January and June. We look forward to a full year with this facility available and the additional terminals approved by Town Meeting.

Our parents too were quite active this year through the cooperation of the newly formed Parent Advisory Council. Their input into the daily running of the school proved invaluable, and their willingness to volunteer made it possible for us to experiment with several night programs. We did try keeping the Media Center opened two nights a week, but found that the need wasn't there for this service. On the other hand, the night computer program was fully prescribed and quite successful. In addition, parent cooperation made it possible for us to run several "Open Cafeteria Nights" during the Winter months before our gymnasium was completed.

In conclusion, I wish to thank the students, parents, faculty, and staff for their cooperation throughout the year. It was this kind of cooperation that made my return to junior high school administration so pleasant and rewarding.

ANNUAL REPORT FOR  
WEST JUNIOR HIGH SCHOOL  
WILLIAM E. HART, PRINCIPAL

I hereby submit the twenty-second annual report as Principal of Andover West Junior High School.

The newly constructed DeCesare Media Center and the renovations of the science laboratories, classrooms, team rooms, etc. has created an environment more conducive to learning. The Media Center is in the center of the school, easily accessible to both staff and students. We have been able to offer both space and the necessary materials simultaneously to as many as three classes at a time. We have served an average of 350 students a day in the Media Center. An anonymous gift of \$500. for the DeCesare Media Center and 275 books to add to our collection were received. The Media Center has captured the imagination of the entire Andover West Junior High School community.

The Parents Advisory Council had a very active year sponsoring three symposiums on the adolescent, coordinating parent tutors, volunteering in the Media Center, conducting evening computer programs for students, and chaperoning student activities.

The single decision by the Town to double our computer hardware for next year will have the greatest positive impact on our programs than any other educational decision in recent years.

Four coffees were held for 7th grade parents. There was good attendance by the parents and very favorable comments and responses from them. Two hundred thirty-four (234) 7th grade Parent Conferences were held by the Guidance Department to acquaint parents with the school and answer questions they might have about the programs. In addition, two receptions were held in the Spring by the Teaching Teams to update parents on student progress.

A holiday concert was presented to a capacity audience featuring modern and traditional choral and instrumental music. The bell choir, Cowboys, and an audience sing-a-long added to this festive occasion.



Two Chamber Music Concerts were held in the Media Center for the community. They were a delightful display of individual and group choral and instrumental talents.

A special course in Human Ecology was presented to all 7th grade students. Students were sensitized to the fragile nature of our environment. Student groups achieving top ratings were treated to an environmental tour of New Hampshire.

A giant step toward computer literacy was taken with the installation of nine (9) terminals, and scheduling 756 students for ten (10) sessions of Computer Orientation. Computer training sessions for staff members during planning time and after school was also inaugurated.

Last spring we surveyed our present 9th grade class concerning their interests in career/leisure time activities. Each student listed a first and second choice in both categories. We initiated a program whereby the school is attempting to respond to an individual career/leisure time interest. On six consecutive Wednesdays, three times a year, members of the professions, business, industry, and school staff conduct programs related to these interests. Over thirty (30) mini-courses were held throughout the year.

Simmons College conducted a Generic Teacher Program at the school designed to improve the professional skills of seven staff members in motivating students. The program involved direct contact with forty-nine (49) students and fourteen (14) other staff members. Our staff members conducted "In-Service" programs for the school system.

Two Scholar Receptions were held in the DeCesare Media Center honoring 7th and 8th grade students who have been on the Honor Roll for the first three terms of the year. These programs are designed to further expand the schools efforts to recognize academic excellence.

Nineteen (19) of our students were selected to participate in the Massachusetts Northeast Junior Division performing groups. They participated in the Orchestra, Band, and the boys and girls choral groups. They competed against fifty-five other communities, and brought honor to Andover West Junior High School and the town of Andover. We had more boys participate in the Chorus than any other community in the district.

Our Drama Club, under the direction of Mrs. Doris Bernardin, presented the annual class play--this year entitled "The Pink Panther Strikes Again". Over one hundred fifty (150) students auditioned for parts in this play. It was well received by the community at large.

On March 26th the Merrimack Regional National History Day Competition was held at the University of Lowell. Seven (7) of our Social Studies students were awarded prizes for their entries. They went on to participate in the National History Day Program in Washington D.C. in June, accompanied by Mrs. Sipsev their teacher. This participation is a learning experience they will long remember.

Over 1500 guests attended the 15th Annual Western Bar-B-Que and Educational Round Up held in May. The theme of the program was "The Best of West". The program included a great variety of activities including French by Computer, a Debating Contest, a Typing Contest, a one act play, art displays, a Musical Concert, and student works displayed in all areas.

All 6th grade students spent June 9th at the junior high schools. Students became familiar with the policies, procedures, and practices at the school, as well as following a typical schedule including lunch and co-curricular activities. This program was Phase III of our expanded Orientation plans designed to ease the transition to junior high. All sixth grade students and parents were invited to our Open House and members of the staff as well as a group of our students visited the elementary schools. While at the elementary schools they showed video tapes and distributed information booklets and answered questions.

The results of our external testing program (SCAT/STEP) attest to the strengths of the school system and reflect well on the quality of the staff. In every area nationally we ranked in the top 5%. Comparing our school with other high socio-economic systems, the results are most impressive--reading-94, vocabulary-95, writing skills-87, math computation-95 and math basic concepts-95%ile.

The Final Assembly was a beautiful culmination of the school year. The program was highlighted by the announcement of naming the new Science laboratory THE JAMKOCHIAN SCIENCE CENTER, in honor of Harry Jamkochian, retiring head of the science department. The ninth grade class presented a hand-painted school coat of arms as a class gift. They also presented two magnificent flags as a gift to Andover High School to be placed in the new Auditorium.

The reduction of a Guidance Counselor posed the greatest problem in serving the needs of the students, parents, and staff. With a Guidance Counselor missing every other day, fragmentation and frustrations occur. Services were delayed, and trying to fill the void has caused some problems.

Our school wide efforts to increase communications via newsletters, parent coffees, receptions, letters, and newspaper articles has definitely had positive impact. It is an area that must be constantly monitored to insure people are continually informed of the programs and policies of the schools.

We have a strong junior high program, conducted in new and renovated space which is more conducive to learning. Our staff is experienced and operates in a business-like atmosphere. We have many positive developments because of the new DeCesare Media Center, music rooms, science rooms, and the computer lab. Our parents and community volunteers have never been higher. Parent involvement in the school has increased significantly and their attitudes are positive and supportive.

Finally, I am indebted to Dr. Seifert, and Dr. Mitsakos for their continued support, as well as the loyal and dedicated staff who are striving for excellence.





ANNUAL REPORT FOR  
ANDOVER HIGH SCHOOL  
MARY ATHEY JENNINGS, PRINCIPAL

Andover High School opened its doors this year with newly renovated guidance and administrative offices. As the year progressed we opened other new areas included in the building program, such as the new locker rooms, auto shop, peer counseling area, faculty library and student library annex. These additions to our physical plant prepare us for the most exciting of all the "grand openings" - next year's opening of the new auditorium.

Student Involvement in the School was the central goal for the year. I am pleased to report that we accomplished almost every activity we planned for under this goal. A report of each activity is as follows:

1. Student Government Workshops - Student leaders were trained in three day workshops on the rules and regulations of the school, and how to plan for activities.
2. Student Activity Coordinator Position - This new position was added to the extracurricular staff. S/he coordinated the efforts of the SAC Advisor and the Class Advisors.
3. Students in the Cabinet - The central policy making body - the Cabinet - welcomed students and the new Student Activity Coordinator to its membership so that student opinions would be considered.
4. Discipline Advisory Board - Students wrote behavior contracts for their peers who were repeatedly getting into "trouble" and assisted them in monitoring their behavior.
5. Students Against Vandalism - Students formed a new organization named S.A.V.E. (Students Against Vandalism Everywhere). Members of this organization volunteered to sit in the halls and prevent vandalism before it occurred.
6. Activity Periods Expanded - Special activity periods were held on a regular basis, every two weeks. This permitted scheduled opportunities for clubs and classes to meet.
7. Student Banners Project - Through the Superintendent's New Emphasis funding, students were given seed money to create large multi-colored banners which now hang from the ceilings of the school cafeteria. Clubs and teams each sponsored these banners and may use them at their group functions.
8. Student-Designed Hall Graphics - Student designed and painted four large hallway murals which add color and life to the building.

9. Peer Counseling Expands - With the addition of the new peer counseling area, the directors of this program were able to train approximately 100 students in Communication Skills. They extended their services to new areas of the school, including ninth grade orientation discussion groups.
10. In School Suspension - This new program allowed students "time out" for discipline matters without being suspended out-of-school. Parents supported this program which gave the student teacher-directed help in correcting their problems before these problems grew too large. Out-of-school suspensions for the year dropped from 175 (1981-82) to 26.
11. All-School Assemblies - In preparation for the many assemblies we hope to hold in the new auditorium, we began to hold all-school assemblies in the gymnasium. For the first time, we recognized outstanding students, in front of their peers. Students and faculty learned how to plan these events so they would go off smoothly.
12. New Clubs Initiated - With encouragement, many new clubs sprouted up this past year. They include S.A.V.E., S.A.D.D., (Students Against Driving Drunk), Investment Club, Students for Peace, Tai Kwan Do, Pep Club, and Ski Club.

These activities helped raise school spirit to a new level. More students were able to find a niche in this large institution, and through this involvement, add to the total improvement of the whole school.

While student involvement was the main focus this year, we were able to work in several other new areas as well.

For example, the Head Teacher of each department began to meet weekly with the administration and thereby created a communication network that helped quickly facilitate change. These high school curriculum leaders were primarily responsible for the success of a new registration procedure involving arena scheduling, and for the creation of special study halls for upper classmen.

Also, the assistant principals teamed with the counseling resources in the school to review student progress on a weekly basis. The counseling services were expanded this year to include a drug and alcohol counselor and the coordinator of Project Discovery - a career information program.

The staff and students should be commended in their adaptability and creativity. They were able to work well together in areas new to them. They continued to find ways to accomplish their goals despite insufficient funding and reduction in staff. The skills we learned in working together will be beneficial to us as we plan for next year's central goal - Academic Standard - Setting.

Reports From  
PROGRAM ADVISORS

Fine Arts	Diana Kolben
Foreign Language	Kathleen Mohan
Health Education	Brenda O'Brien
Language Arts	Kathleen Scanlon
Mathematics	James Murphy
Occupational Education	Norman Immerman
Pupil Personnel Services	Pamela Kvilekval
Reading	Theresa Murphy
Science	Rita Petrella
Media	Annetta Freedman





ANNUAL REPORT FOR  
FINE ARTS  
DIANA KOLBEN, PROGRAM ADVISOR

The fourth year of the Fine Arts Department was its best so far. Two and one-half of the three and one-half instrumental teachers in the system were new. Their hard work produced six new instrumental groups. They were the all-town beginning and intermediate string ensembles, the all-town junior high wind ensemble, a clarinet quintet, a flute quartet, and a high school folk guitar ensemble. Over sixty instrumental performances were given by these new groups as well as the all-town elementary band, elementary all-star band, high school band, high school jazz band, and each school band and school string ensemble.

We had more junior high instrumental and vocal musicians selected for junior district groups--thirty-two in all.

Two high school vocalists were chosen for the Tanglewood summer program.

Four-hundred elementary students participated in the youth concert series at Symphony Hall.

The high school band experienced its first band camp and thanks to an extremely hard-working group of band parents who provided the funding, expanded its field band instructors by two. As a result, the percussion section received second place at the competition in Barnstable. The high school band and jazz band had a very successful exchange concert this year with Concord High School in East Hartford, Connecticut. The exchange concert was so successful the activity will become an annual event.

Seven two-dimensional and one three-dimensional pieces of art were chosen to be exhibited at Bradford College in February. This was the regional part of the Boston Scholastic Globe Art Awards. Two of the two-dimensional pieces went to Boston, and one of those was chosen to be exhibited in the national competition in New York.

Throughout the year school art exhibits floated to other schools and areas in the community.

An extensive exhibit area was made possible at the high school on the long wall outside of the main offices and the wall outside of the art rooms by the industrial arts department. This area displays classroom art work which is changed once a month. Three-dimensional design, foundations, and graphic design (drawing and mixed media) were new courses in the high school department this year. All had full capacity enrollment and all were successful. Several new super graphics were designed and painted by high school students the last month of this school year, adding much needed color to the many sterile walls of the building.

Art and music basic skills tests were implemented in grades three, six, and eight this year. These tests have been redesigned and expanded so that grades two through eight will receive a pre- and post-basic skills test.

The grades K-6 art and music report card has been designed and will appear with the traditional report card this next year for the first time.

New schedules in art and music were implemented at the junior high school level and, for the most part, were successful with the implementation of double art periods--art teachers found that the longer time block was a real boon to sophisticated processes which otherwise could never really be completed for weeks. Classroom storage problems were virtually eliminated.

The Fine Arts Department is looking forward to performing and exhibiting in the beautiful new performing center for the arts.

Several dedications of the J. Everett Collins Center are planned for September. The Fine Arts Festival will take the form of combination concerts and art exhibits over three evenings rather than the one-day Saturday festival which has happened in past years.

A magnificent subscription series is planned for the year as well as an extensive calendar of school system art and music events--all planned for the new center.

The 1983-84 school year will be truly an historical, memorable milestone for the arts in Andover and its schools.



ANNUAL REPORT FOR  
FOREIGN LANGUAGES  
KATHLEEN E. MOHAN, PROGRAM ADVISOR

As goals were formulated for the 1982-83 school year under the direction of a new Program Advisor, the emphasis became three-fold: (1) review of the basic programs through a systematic self-study; (2) development of strategies to "educate" both students and the community regarding the need and value of foreign language study; and (3) expansion of staff development opportunities and involvement therein.

Before delving into the study, we redefined our philosophy as a department. The crucial focus was determined to be relevance and oral communication. The curriculum should therefore promote an atmosphere in which language study is connected to the practical and concrete. Proficiency in the target language should be developed in a progressive manner.

We began reviewing the junior high curriculum and proceeded to establish a clearly defined scope and sequence that provides for consistency and continuity between both junior highs. Basic program texts and support materials were determined to be satisfactory. Enrichment materials were reviewed and new ways of using what we presently have were implemented. Increased use of these materials was encouraged via a variety of projects both written and oral.

The next component to be reviewed was placement procedures. Revised procedures were developed and implemented both in placing students from Grade 6 into the junior high as well as in the placement of Grade 9 students into the high school. It was determined that the new procedures provided for smoother transition in both cases. In the light of middle school goals, Grade 7 language classes were grouped heterogeneously. Tracking into the accelerated and regular classes would then take place in Grade 8.

As for innovations in the curriculum, a pilot program in foreign language computer-assisted learning at West Junior High proved very successful. Implementation at Doherty will take place

in September 1983. The use of video tape also proved successful at the junior and senior highs where students produced original skits in the target language.

The Andover Foreign Language Department is committed to the idea that foreign language study is a sound investment in America's future. Apathy toward foreign language and cultures continues to impact negatively on our nation's foreign relations--financial, economic, and diplomatic. We decided to "educate" our constituency in this regard. Through our curriculum, enrichment activities and immersion opportunities, we hope to provide our students with the skills needed to function successfully in a foreign language career-related field.

This year saw our junior and senior high students winning both state and local prizes in the National French Contest and the National Spanish Contest. Participation in these contests was significantly higher this year. These contests provide positive language experiences for our students.

Total immersion experiences were provided through a Doherty Junior High Quebec trip, a high school exchange trip to Germany and a three-week home-stay to France. In all three cases, students were immersed in the language and culture. These programs were extremely successful and invaluable to both students and teachers alike. Expanded programs will be implemented during 1983-84.

Interdisciplinary activities were incorporated into the curriculum this year as we, along with other disciplines, sought to provide for a global perspective. Of particular note was the development of the Odyssey course designed to study four contemporary societies using an interdisciplinary approach.

In speaking to parent groups on the junior and senior high level, the Program Advisor and faculty stressed the value of foreign language study, the re-instatement of language requirements in many colleges and the increased role of foreign languages in the business world.

Staff development opportunities were widened through increased membership in professional organizations and participation in such conferences as the Massachusetts Foreign Language Association

and the American Associations of Teachers of French, Spanish, and German as well as the American Classical League. 1982-83 was a year of improved communication of ideas and teaching strategies among the three schools.

As a result of our study, we assessed both our strengths and weaknesses, improved on how to best serve our students and look to the future for better means to provide the most viable foreign language experiences possible. Because of the complex nature of our efforts, the junior high program was studied in depth. The senior high program will be the focus of next year's study.





ANNUAL REPORT FOR  
HEALTH EDUCATION  
BRENDA O'BRIEN

Achieving and maintaining good health is a goal for most if not all individuals. The numerous issues, problems and cures that hinder or promote a healthy mind and body are constantly in the news. Helping students acquire the knowledge, skills, and attitudes that promote healthful behaviors is the goal of Andover's health education program. To achieve this goal organized and systematic learning experiences have been established in grades K-10.

In addition to the core curriculum, developmental and renewed funding grants have allowed the creation and growth of several unique program this year. With the assistance of national chairperson, Robert Anastis, a SADD chapter (Students Against Drunk Driving) was established at the High School. Meeting weekly with staff advisors, students launched a media campaign culminating in the pre-prom SADD day. All students, parents, and community members were invited to attend. Guest speakers Senator Patricia McGovern and Representative Sue Tucker addressed the issue of drunk driving in the Commonwealth. Andover funding has established SADD as a support group for concerned teens within the High School.

Recognizing shared responsibility for dealing with substance use and abuse, representatives from the community and schools joined together in putting into action a comprehensive plan to address issues of chemical use. ASK teams (Assessment Support for KIDS) were established in each school and trained by the Johnson Institute to:

- Develop a receptive climate for early and effective intervention
- Stimulate prevention measures to diminish and prevent chemical abuse
- Address dysfunctional behaviors of concern
- Provide support for individuals making responsible choices.

An informative view of the issues and Andover's proposed assistance program was presented to the community February 9th entitled,

"IT'S A FAMILY AFFAIR--SUBSTANCE ABUSE."



Contributions from the Andover Education Improvement Association, Smith Purden Fund, and a matching grant from the Department of Social Services have enabled intensive staff training and provided a full-time substance abuse program coordinator/counselor. 1983-84 continuum plans include support group facilitator training, publication of a resource information guide, and a series of community discussion groups.

Towards the goal of promoting health awareness amongst the entire school community, the health education resource teacher established a monthly newsletter series, "HEALTH ISSUES." Highlighting varying health themes, current research information, community and classroom resource materials, and personal self help tips were provided for all staff. Topics related to smoking, stress, and health status appraisal were especially well received. Resource bulletin board displays in each school accompanied monthly topics.

As a result of the resource teacher's participation on the American Cancer Society Community Education Committee, an annual selfscreening instruction program was established for all senior females. Inservice instruction was provided for support staff from the departments of health education, physical education and health services. B.S.E. and T.S.E. programs will be provided annually for senior students and staff.

Renewed funding of the Disabilities Awareness speaker's program allowed additional inservice training for staff this fall. Established as part of the core health education curriculum for grade four, special pilot units were field tested successfully in grades 1, 2, and 3. Additional units including the Junior League's "Kids On The Block" series will be utilized next year.

At the junior high school level, the seventh and eighth grade curriculums were re-evaluated. Several units have been rewritten to better address student need, learning styles, and limited scheduling. Scheduling inconsistencies continue to effect the ninth grade CPR/Multimedia First Aid Program. Minimum time allotments have been established for the 1983-84 school year to provide sufficient coverage.

In summary, 1982-83 has been a most productive year for health education programs. Many newly established programs will be carried on into the coming year. We look forward to 1983-84!

ANNUAL REPORT FOR  
LANGUAGE ARTS  
KATHLEEN SCANLON, PROGRAM ADVISOR

Curriculum efforts during the past year have focused upon the provision of a coordinated, sequential curriculum, particularly throughout grades 7-12. Specific literature, writing and grammar skills have been identified for grades 7-10; a sequential vocabulary program has been selected and will be implemented this coming year in these same grades. A step-by-step mastery of research and writing skills constitutes a major focus of the curriculum for these grade levels.

Emphasis continues to be placed upon the teaching of writing as a process including teacher intervention and instruction on rough drafts and student editing and revision until specific writing skills are mastered. At all grade levels, quality rather than quantity, has been stressed. A consistent effort has been made to integrate the teaching of grammar into the editing portion of the writing process so that students will apply, in their writing, the grammatical knowledge they have acquired.

The Sophomore Program has been revamped to include an even heavier emphasis on those writing skills necessary for success in the elective program taken by all juniors and seniors. The elective English Program has been revised to include more equitable course offerings for students of all levels.

Interdisciplinary efforts in the American Studies Program offered to grade 10 students have resulted in increased enrollment in that course for the coming year. Curriculum work has been accomplished in preparation for the implementation of a new World Studies Course--an interdisciplinary course to be piloted this fall by a team of teachers from the English, social studies, foreign language and fine arts departments.

A major new direction undertaken by the language arts department this past year has been in the area of word-processing. By means of inservice course offerings taken by many English teachers, several secondary English teachers will, this coming year, integrate

the mastery of word-processing within the writing component of the Sophomore Program. Here, through the use of the Bank Street Writer, students will learn how to edit and revise rough drafts of their essays. It is hoped that this valuable use of computer skills can be expanded to other grade levels during the near future.

During the 1983-84 school year, emphasis will be placed upon the successful implementation of the coordinated, sequential curriculum identified this past year. Further inservice courses will be offered in the Bank Street Writer so that teachers of all levels will be prepared to teach word-processing skills in the future. Department meetings will continue to focus upon curriculum evaluation, planning and revision.

One final new direction for the 1983-84 school year will be a renewed emphasis on speaking skills. In addition to the existing classroom emphasis on oral communication skills, a series of public speaking contests will be scheduled for both junior and senior high school students. We believe that this renewed emphasis on speaking skills will compliment our ongoing emphasis on writing skills. Certainly, both are vital to the success of our Andover students!



ANNUAL REPORT FOR  
MATHEMATICS  
JAMES A. MURPHY, PROGRAM ADVISOR

During the 1982-83 school year, the elementary mathematics program has been controlled by the IMS program. The program has functioned quite similarly to previous years with excellent results reported by the SCAT STEP scores of 95+ percentile ratings as a result of testing in the third, sixth and eighth grades. Lower results of 58 percentile were reported from the third grade results at West Elementary in the traditional school which does not utilize the IMS program. The results of testing via the Shaw-Heihle Test of computational proficiency administered to all sixth graders during the sixth year seventh month (6.7) showed a system average of seventh year fourth month (7.4) with 80 per cent of 425 students tested scoring at or above the test age of sixth grade seventh month.

More seminar activity has been noted due to the reduction in teacher aide time. Larger class sections in primary grades have caused some problems but teachers of these sections have responded to the challenge quite well. These teachers are to be commended for their true dedication and resourcefulness.

The IMS Program has been very successful over the years but has not been revised to keep pace with new trends in primary and elementary education. A search was begun early this year to find a replacement program that would contain these new trends and have strong management capability and be less aide dependent. The Houghton-Mifflin mathematics program has been selected as the replacement for IMS. Houghton-Mifflin consultant, William Spencer, has been conducting administrative training sessions and will extend these to teacher training at the start of school in September. The staff seems excited about the program and we look forward to a good implementation in grades 1-4.

At the secondary level, instruction has proceeded along the usual lines of teacher and text controlled programs. Grade results have continued along normal lines with college board test results showing an SAT system score of 500 which is higher than the national score of 467 and the Massachusetts score of 463.

The reduction in the number of sections being taught at the secondary level has increased the number of students per section and has somewhat limited the administrative ability to reassign students in academic difficulty to sections where their needs can be more directly addressed.

There has been considerable computer activity at all levels. Many teachers at the elementary level have been trained in the use of LOGO. Nearly all teachers have made excellent use of micro-computers in all their classes at the elementary level. In the middle schools, excellent use has been made of the computer labs in both schools. Computer orientation instruction has been provided to all seventh grade students and most eighth and ninth grade students. In these grades, instruction has addressed computer literacy and some introduction to programming in BASIC. Many efforts have been made to accommodate student interest in this area by making the computer lab available during the afternoon and evening hours. Thirteen junior high school teachers of math and science have been trained in BASIC Programming and Computer Literacy. This should add extensive depth to the junior high computer program next year. At the High School, computer instruction is achieved by teaching BASIC programming. The labs are filled daily with eight sections per day. This year a course in computers and programming II has been offered for the first time. Two full sections of this are being taught. Plans have been made to teach Computers and Programming I at both level 3 and level 5 so that more mathematical and scientific application can be made.



ANNUAL REPORT FOR  
OCCUPATIONAL EDUCATION  
NORMAN IMMERMANN, PROGRAM ADVISOR

The Occupational Education Program was temporarily sent into a quandry by the retirement of Rosamond Bastable, its program advisor, at midyear. As problems arose due to weak communications and lack of leadership, department members approached Assistant Superintendent, Charles L. Mitsakos, to act as their advisor. Subsequently, many of the problems diminished.

The Program Advisor for Occupational Education has responsibility for the home economics, industrial arts, and business education programs for grades 7-12--curriculum, staff, supplies, budget, in-service programs, and equipment. The responsibility for the selection, purchase, maintenance and repair of the equipment required for these courses is considerable, especially with the rapid and drastic changes in technology that is taking place in the field today.

In this position, the program advisor has been responsible for the supervision of twenty-five (25) professional personnel, the development and management of fifteen (15) different budgets, the coordinating of the operation of the student-run store, "Warrior Trading Post"; the student-operated restaurant, "The Garden Cafe"; and a nursery school which accommodates forty-five (45) pre-school children.

The program advisor for Occupational Education must also coordinate or participate in career and job information programs, as well as work opportunity and work release programs.

Another significant aspect of the position entails the writing of proposals against the town's share of the PL 94-482 vocational education funds. After the proposals are written and approved, considerable time is required to implement the program whether it be by developing curriculum, selecting appropriate personnel, shopping for and purchasing the equipment, monitoring the programs, and submitting quarterly and annual financial reports.

More than \$100,000 has been received in grants since the establishment of the position.

#### Business Education Department

The equipment needed for the computerized accounting, obtained through grants, was fully operational, and the program was operating smoothly. A proposal for training Occupational Education instructors in using our new micro-computers was submitted to the Commonwealth In-service Institute and the course was funded by the State and ran successfully in the Spring of 1983.

A Lanier Word Processor was obtained on a one-year lease to update the office skills area of the program. The leasing of this machine was paid for with New Emphasis monies.

#### Food Management - "The Garden Cafe"

The student-operated restaurant has been very successful in terms of its ability to provide students with career preparation and work training. It has been well received and often used by the Andover High School staff. Federal funding and restaurant earnings have allowed us to obtain most of the equipment we need to operate an effective program.

#### Childcare - The Nursery School

In the program our Childcare students, under the supervision of their instructor, during second semester, run a nursery school accommodating two age groups--one for two year olds and another for three and four year olds. The group for the two year olds meets once a week from 8:55-11:00 a.m. for a full semester. To be eligible for enrollment in this group, the child must be two years old by December 31. The two groups of three and four year olds meet three days a week during third and fourth school quarters respectively.

The nursery school classes have been very popular with the pre-school children and their parents, and provide a realistic experience for our high school students enrolled in the Childcare class.

#### Home Economics

The homemaking courses at the junior high schools had to be

modified and revised during the 1982-83 school year to be able to operate under the drastic budget cuts that have been imposed. With food costs and necessary supplies costs escalating tremendously, the projected budget will not allow for continuation of the programs as we have known them.

### Industrial Arts

The 1982-83 school year saw the implementation of the new multi-activity, self-directed Industrial Arts Program at the new Doherty School. This concept is exciting and in keeping with the middle school philosophy of being exploratory and individualized. After the "kinks" in this new program are remedied, steps should be taken to have an equal program at West Junior High School.

The move to the new Automotive Shop at the high school was delayed until the second semester due to construction problems. Some work still needs to be completed. The Graphics, Woods, and Metals Programs are running well and they continue to provide services to the school district which effect a considerable savings for the town.





## PUPIL PERSONNEL AND HEALTH SERVICES

Pamela Kvilekval, Pupil Personnel Administrator

### Chapter 766 Evaluation

During the school year, 1982-83, 451 pupils, age 3-21, were referred for either a Full or Intermediate Team Evaluation which were in accordance with Chapter 766 regulations. There are five components to a Full Evaluation: 1. an educational history, 2. a psychological assessment, 3. a description of classroom performance, 4. a medical examination, 5. a family history, which may include a home visit. An Intermediate Evaluation includes any combination of some, but not all, of the components of a Full Evaluation. When all components of the evaluation have been completed, the Building Chairperson schedules a Team meeting with the child's parents, Principal, teachers and specialists conducting assessments to discuss the recommendations to be incorporated into the child's Educational Plan. The Educational Plan includes a diagnosis of the child's difficulties and a prescription for remediation. Semi-Annual reports are sent to the child's parents with the regular report card by each specialist providing services. The child's total Educational Plan is reviewed at least annually to determine progress toward mastery of the specific objectives for each specialist area and to recommend modifications with continuation or termination of specialist area and to recommend modifications with continuation or termination of specialist services for the next school year. During the 1982-83 school year, 805 Annual Reviews were conducted. In compliance with Public Law 94-142, each student placed in a special program is provided with a re-evaluation at least once every 3 years.

The Building Chairperson reviews the progress reports of all students receiving special services within his/her school. If a child is not making satisfactory progress within a special program, the Building Chairperson meets with the specialist, regular staff and parents to determine whether modifications of the child's Educational Plan are indicated. Each child's Educational Plan is reviewed intensively at least annually by the Building Chairperson, specialists, regular staff and parents to review progress toward mastery of the specific objectives included and to recommend modifications/continuation/termination of specialists services for the next school year.

### Learning Disabilities

Small group tutoring is provided for pupils in all schools whose 766 evaluation determines the need for the following services:

Specific Language Disabilities Tutoring provides instruction in reading, writing, spelling, grammar, punctuation, capitalization, comprehension and composition, with specific teaching methods and materials required for pupils with perceptual handicaps.

Specific Math Disabilities Tutoring provides a program in which each new math concept is introduced on a concrete level using manipulative objects. The student next works with the same concept



on a semi-concrete level. At this level, pictures represent the objects. Finally, the student learns to answer orally or in writing, which is the symbolic or abstract level. The specific objectives of each level of this program are compatible with the objectives of the system-wide math program.

There are 4 self-contained classrooms for perceptually handicapped. Three are at the elementary level and one is at the secondary level. Pupils placed in the program have demonstrated the symptoms of severe perceptual handicaps to such a degree that all or most of the basic school subjects need to be taught by a teacher skilled in modifying teaching approaches, methods, and techniques to capitalize on each pupil's strengths and to remediate his weaknesses. Ours is a diagnostic-prescriptive approach with initial testing determining the successful level of functioning in each subject for each pupil. An educational plan is then developed that will best meet each pupil's specific learning needs.

There are now 228 students receiving specific language disabilities tutoring, 49 receiving math tutoring, and 41 students receiving most of their academic instruction in the 4 self-contained Perceptually Handicapped classes.

#### Substantially Separate Classes and Resource Rooms

Substantially separate classes and resource rooms provide individualized, small group (up to 12 students (K-12) who are unable to make satisfactory progress in regular classroom settings because of social, emotional or academic problems. Generally speaking, a high degree of structure and teacher direction is employed in these classes. In addition to direct instruction in basic subjects, this program provides assisted study and supportive services for secondary pupils who need help in study skills and in organization of their assignments from the regular classes. The intent of both substantially separate classes and resource rooms is to coordinate instruction as much as possible with the regular program.

Whenever possible, regular classroom materials are employed in the resource rooms. Supplementary or alternate materials are provided for students who, because of reading or other learning difficulties, require them.

A wide variety of alternate or supplementary materials is used in addition to those used in the regular classes. Since many of the pupils in these classes learn best in a concrete, as opposed to an abstract fashion, the use of manipulative, visual aids and, at times, teacher-made materials is stressed. As in resource rooms, regular classroom materials are employed whenever possible with adaptations made in teaching style and presentation as necessary.

There are currently 229 students in service, 61 in Substantially Separate Classes and 168 are in Resource Rooms.

## School Adjustment Counseling

The Adjustment Counselors provide therapy and counseling services to students and their families, consistent with the regulations of Chapter 766. In the 1982-83 school year, there were five full-time adjustment counselors with Masters degrees in either social work or counseling psychology. Three counselors are Licensed Independent Clinical Social Workers, (LICSW).

The Adjustment Counselors provide crisis intervention, evaluation services, individual and group therapy with students, family therapy, parent counseling, consultation with teachers and school staff, inservice workshops for teachers, and interagency contact. During the 1982-83 school year, the adjustment counselors worked with over 300 students and their families. These services are provided during the school day, after school and on some evenings.

## Adaptive Physical Education

The Adaptive Physical Education program provides small group (1-15) instruction for pupils with perceptual-motor coordination, fitness, weight control and severe physical handicaps. Pupils are identified through screening programs, teacher referral, parent referral and medical referral. Two full-time adaptive physical education instructors, a part-time physical therapist consultant and the regular physical education instructors on the secondary level carry out the specifics of each child's educational plan. Pupils receive their adaptive program in addition to their regular physical education program unless the degree of disability makes the regular program impossible.

The program is open to pupils K-12 but operates mainly on the elementary level with 90% of the pupils in K-6. Seriously handicapped pupils and those who fail the fitness tests are served on the secondary level. There are 177 students in this program.

The motor development program includes instruction in the areas of balance, eye-hand coordination, locomotion skills, spatial awareness and rhythm. Physical fitness training involves instruction in the areas of cardio-vascular endurance, flexibility, muscular strength and coordination. Developmental learning progressions are emphasized.

## Speech-Language Therapy

Speech-Language services provide consultation, diagnostic testing, and therapy in the areas of articulation, language development, voice and fluency.

Students from pre-school through high school are now seen by the speech-language therapists. There are now 250 students in service.

Activities include evaluation, therapy, core evaluation team conferences, parent conferences, teacher consultation, as well as the writing of diagnostic and progress reports and educational plans. Several screening programs are conducted for pre-K, K, and Grade 1.



### Early Childhood

The Early Childhood Program provides diagnostic and instructional services to pupils in the 3-8 year range. The 3-6 year old school screening is carried out under the coordination of this program. A diagnostic summer program for the "at risk" pupils is provided so that appropriate support services will be planned for kindergarten or other placements in the fall. Children not in school but in need of specialized services receive a 766 evaluation and appropriate services or special placement is arranged. Pupils receive their services in a variety of settings. There are two Early Childhood classes within Andover Schools and another in North Andover which is shared with the Collaborative school systems.

Inservice courses, consultation, and program development are provided for the kindergarten through third grade program as a special project toward early intervention, The Developmental Primary Program.

### The Andover Peer Counseling Project

The Peer Counseling Project provides high school students with training in human relations and interpersonal communication skills and provides a variety of supportive social services to the entire Andover community. Some of these services include: tutoring programs in the high school and junior highs, a Big Brother/Big Sister program, a divorce program in the elementary schools, a peer pressure program in the 6th grades, the CONNECTION which is an improvisational, educational theatre group, the Drop-In Center in the high school, and evening programs for parents and teens on topics such as drug abuse, depression and suicide, and choices after high school. In order to perform these various roles, students receive extensive training and supervision. Sixty-five students a year participate in the communication training courses, and thirty students go on to advanced courses which train them to provide services to over 1000 people through the various programs.

### Health Services

The following services are provided by the school nurses and health aides: vision and hearing screening of all students; scoliosis screening of grades 5 through 9; early childhood and pre-kindergarten screening; physical examinations for grades K, 3, 7, 10, all new entries, 766 students and all sports participants; Mantoux (tuberculin) testing for all school personnel and volunteers; health history, immunization record keeping and updates on all students; health counseling for staff and students by use of film presentations and classroom visits; home visits when indicated for prolonged absences, first aid and emergency treatment for all illnesses and injuries incurred during the school day and assist with personal care for physically handicapped students or staff.

### Home/Hospital Tutoring

The Home Tutoring Program provides services to students in grades 1-12 who are out of school for medical reasons or are awaiting placement in appropriate educational programs.

Tutorial services for up to 60 days are provided upon the request of the principal and the child's physician. Services in excess of 60 days require a full 766 evaluation and educational plan.

Students receiving tutoring for medical reasons generally receive 4-5 hours per week. Any student out of school and awaiting placement receives one hour per day of tutoring unless otherwise specified in the educational plan.

Twenty-five students have received these services either at their home or in a hospital. Most students require no more than a few weeks of tutoring to keep them up with their studies during convalescence from a serious illness or injury.





ANNUAL REPORT FOR  
READING  
THERESA G. MURPHY, PROGRAM ADVISOR

1. CURRICULUM

Over the years the language arts curriculum has been expanded to include more emphasis on the application of skills. Writing activities have been added at all grade levels and the portion of time spent on literature has increased.

This year a small minority of students in grades 4 to 6 who have had difficulty achieving in the regular AIRS Comprehension program did a streamlined version called AIRS II. They concentrated on the basic skills at Levels VIII and IX and used newly purchased high-interest level books for additional practice.

2. NEW MATERIALS

Two new series of supplementary readers for grades one and two were purchased this year. Five levels of each series were bought, each school receiving a set of fifteen hardcover books per level. Materials for the implementation of the AIRS II program were also purchased. These included four levels of Continental Press's Basic Reading Units covering Main Idea, Facts and Details, Inference and Conclusions, and Sequence; three levels of Hammond's Classroom Packs covering Inferences and Finding the Main Idea; three levels (four different books per level) of Barnell Loft's Multiple Skills; three levels of Readers Digest's Skill Builder Readers; two levels of Scholastic's Bookshelf; and two levels of Triple Takes. Curriculum Associates' Outlining Kit, McGraw Hill's Cause and Effect Kit, BFA's Comprehension Skill Labs and Vocabulary Skill Labs, and Harcourt Brace's Skills for School Reading were also purchased for AIRS II.

3. INSERVICE WORKSHOP

The revised AIRS Word Meaning program was implemented in all elementary schools this year, resulting in very positive responses from both teachers and students. A grant from the Apple Education Foundation for the development of educational software was the stimulus for beginning a two year inservice workshop to create software for vocabulary development. Entitled AIRSware, it will reinforce the AIRS Word Meaning program, but will be written so that it can also be used

independently of that program. The goal of the first year is to develop software to be piloted in the schools during 1983 - 84.

#### 4. CHAPTER I

The Chapter I program continued in Bancroft, South, West, and St. Augustine's Schools. Children in kindergarten were given small group instruction in readiness skills while those in grades 1 - 4 were given small group assistance in reading. The post testing results showed an impressive 18+ point increase in the normal curve equivalent\*, up 11 points again this year over the 1981 results which were considered by an outside evaluator to be "excellent".

\*The normal curve equivalent is the statistical measure recommended by Chapter I for evaluation purposes.

#### 5. BASIC SKILLS

Basic Skills testing in reading, writing, and mathematics was administered again this year in grades 3, 6, and 8. The percentage of failures was extremely small at all levels. Compared to the reading scores of 1982, the results at the third grade level remained constant, but the results at the sixth grade level showed 1½% fewer failures, and those at the eighth grade level showed 2% fewer failures. The third grade math scores showed a 1% increase, but the sixth grade scores resulted in 3% fewer failures, and the ninth grade scores 1% fewer failures. The writing scores, which had shown a dramatic improvement last year, declined somewhat this year, the third grade by 5%, and the sixth and eighth grades by 1%.

#### 6. LISTENING

In accordance with the State's mandate to teach and test listening skills during the 1982-83 school year, Andover initiated listening skills testing at grades 3, 6, and 8. Approximately 1% of the students failed the listening skills test.

#### 7. AIRS PROJECT

AIRS, our locally developed language arts program, is currently being used by over 200 adopters in 22 states. Sales have nearly doubled during the past year. Recent adoptions include a wide range of schools from city types such as Woburn, MA to wealthy private schools such as Greenwich (CT)

Country Day School. Under Gary Chadwell's direction the Project has flourished. A Federal Grant for the 1984 fiscal year has been received.

8. FINAL TESTING OF SIXTH GRADE STUDENTS

The Stanford Diagnostic Reading Comprehension Test was given to all sixth grade students in April 1983. Nine percent scored below grade level, five percent of those scoring more than a year below and less than two percent scoring two years or more below grade level. Ninety-one percent of the students scored at or above grade level. Fifty-three percent scored more than two years above grade level, thirty-three percent of those scoring at the twelfth grade level or above.

9. TEST SCORES

Due to budget restraints only students in grades 3, 6, and 8 were tested this year. Both the SCAT (School and College Ability Test) and STEP (Sequential Tests of Educational Progress) were given to these students in April 1983. The results at these levels were comparable to those of other years. The mean percentiles for each grade level were 95+ in comprehension, and vocabulary. In writing skills the percentiles were 95+ for grades 3 and 6, and 95 for grade 8.

# ANNUAL REPORT FOR

## SCIENCE

RITA B. PETRELLA, PROGRAM ADVISOR

The science program in Andover has a well-defined scope and sequence, and is designed to develop upper-level thinking processes and the skills and attitudes of science in our students.\* Andover's science program also seeks to assure the scientific literacy of our students. Our objective is to educate youngsters so that they can understand the phenomena of the world around them and have a basic understanding of the world of technology in which they will live, whatever their future vocation. To achieve these goals, the science department continually reexamines both how and what we teach our students. Our methods need to incorporate rapid advances in the understanding of how children learn. The curriculum must be updated to include new fundamental concepts and the explosion of scientific knowledge which continues to expand.

The SCIIS (Science Curriculum Improvement Study) elementary program offers a balance of life science, earth science, and physical science at each grade level and makes heavy use of a variety of scientific materials for teacher demonstrations and student experimentation. The science curriculum for the traditional program centers around the new Merrill, Accent on Science, series. Hands-on learning experiences with scientific materials are used to supplement the textbooks. This combination of learning opportunities is designed to lead students to some of the upper-level thought processes of science.

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### \* MAJOR PROCESSES, SKILLS, AND ATTITUDES OF SCIENCE

- |                               |                                      |
|-------------------------------|--------------------------------------|
| I. Basic Processes of Science | III. Functional Processes of Science |
| A. Observing systematically   | A. Formulating hypothesis            |
| B. Classifying                | B. Defining operationally            |
| C. Inferring                  | C. Designing experiments             |
| D. Predicting                 | D. Conducting experiments            |
| II. Basic Skills of Science   | IV. Basic Attitudes of Science       |
| A. Measuring                  | A. Curiosity                         |
| B. Estimating                 | B. Persistence                       |
| C. Analyzing                  | C. Inventiveness                     |
| D. Communicating              | D. Critical thinking                 |



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| C. Analyzing                  | C. Inventiveness                     |
| D. Communicating              | D. Critical thinking                 |



The junior high school program builds on learning that has occurred in the elementary grades, joins to this foundation, and expands students' understanding as they study Earth Science in the seventh grade, Physical Science in the eighth grade, and an Introduction to Chemistry/Biology in the ninth grade. BSCS (Biological Science Curriculum Study) Biology is available for accelerated students in the ninth grade. Recent research has provided much information on the learning patterns and characteristics of junior high school students and this is an area which will be focused on in the next few years. It is our intention to insure that the science program is appropriate for our students in both the areas of subject matter being taught and methods of teaching.

Having acquired a good foundation and some specialized knowledge of science in grades kindergarten through nine, students at the high school are offered a core curriculum of Biology, Chemistry, and Physics at three academic levels and may also choose from an elective program including Marine Sciences, Anatomy and Physiology, Advanced Biology, and Ecology.

The science program is characterized by students who are actively involved in learning through the use of investigations, experiments, and demonstrations. Although teacher directed, the program at all grade levels is student centered. The program provides students with an opportunity to integrate their learning to new situations or problems. Students investigate in the classroom, in the outdoor school environment, and in field work associated with courses such as Marine Science, Ecology, Earth Science, and Environmental Studies. The secondary schools offer laboratory facilities so that students can learn directly from experiences with materials and living organisms. Double-period labs are conducted in Biology, Chemistry, and Physics at the high school.

The recent vote which requires the cost of the building program to be financed from the school operating budget has had a serious impact on money available for the science program. Our secondary teaching staff has been reduced by four teachers during

the past two years. Money for equipment such as a water still, oscilloscopes, power supplies, and lasers is nearly impossible to secure. We are grateful to Bell Labs and the Hewlett-Packard Company for their donations to the high school science department. It is hoped that other local businesses and institutions will also consider donating equipment to help us maintain a quality hands-on program for our students.

Supervision and coordination of the science program is now the responsibility of the program advisor for science, working cooperatively with principals and assistant principals, and assisted by head teachers at the secondary schools. This will provide consistency in the evaluation of secondary science teachers and better coordination between the two junior high schools and the four elementary schools. Formal coordination benefits will also be reflected in a uniform inventory system for the secondary schools, greater articulation among levels, relocation of overstock or dormant materials, and a program of preventive maintenance.

### Summary

The science program combines two unique characteristics: It is well defined and systematic in its organization and students are active learners at all levels. Students are able to handle, interact, and learn directly from experiences with materials and living organisms, while working in an atmosphere which is conducive to functioning cooperatively and developing upper-level thinking and problem solving abilities. Donations from local businesses and institutions are sought to alleviate the effects of a cut back in funding for science equipment. Supervision and coordination of the science program is carried out by the program advisor for science, Rita B. Petrella.

The interest and enthusiasm that elementary school students have for science activities, the large enrollment in the secondary elective science program, and the large number of students who pursue science-related careers are indications of the success of Andover's science program. It is a goal of the science

department to develop lifelong scientific literacy among all our students, whatever their future vocation, so that they will understand the phenomena of the world around them, and be able to function productively in a society influenced by science and technology. The basic attitudes of science: Curiosity, persistence, inventiveness, and critical thinking are valuable to every citizen and to society.



## ANNUAL REPORT

### MEDIA CENTERS

ANNETTA R. FREEDMAN, PROGRAM ADVISOR

The media center program has been successful in making students aware of the many varied resources available for their use and teaching them how to use these resources independently.

The high point of this past school year, 1982-83, was the opening of the media centers at Doherty and West Junior High Schools and the annex to the Andover High School media center. A tremendous amount of work went into the planning and completion of these new secondary facilities and it was wonderful to have the new media centers functioning so well. In June, 1983 all materials were packed and ready to be moved. It was amazing to see the incomplete centers the last week of August and then to see several thousand boxes unpacked, materials on the shelves, and students using the resources by the third week in September. At last we have the proper space for students and teachers to use the fine collection of print and non-print materials to help them in their studies and teaching.

Work at the high school did not progress as quickly as expected. However, the annex was opened in April and both sections are now being used at full capacity. Approximately 150 to 175 students come to the media center each period of the day.

In order to keep up with technology, the microcomputers in the elementary schools were introduced in the media centers last year and software programs are being supplied in the same manner as audio-visual materials. At the present time there are microcomputers in all media centers and software to be used in teaching BASIC and LOGO. Simulation and problem solving programs, along with computer assisted instruction programs, may be used in the



classroom, with small groups, or individually. In Doherty and West Jr. High media centers, there is one unit (Apple II, disk, monitor and printer) which is borrowed as any other piece of equipment and used in the classroom. In Andover High School media center there is one microcomputer unit for classroom use and another unit for independent student use. This unit was a gift of the Punchard Trustees. Students are teaching their peers and are writing programs in connection with their courses.

The PTO at Bancroft has purchased a complete unit for the school, thus making a total of three.

To really do a good job of having our students become familiar with computers, optimally there should be at least five in each media center for student and teacher use on a sign up basis.

The microcomputer should be another tool for learning available in the media center. These, of course, should be in addition to ones used in the classrooms or in a lab available for classes, in all disciplines. Students also write their own programs which they can share. The goal here is to help the students use computers as a means not as an end in itself. Ideally the computers should be "demystified" to the point of being useful in the same way as a card catalog or a filmstrip production. For example a science project may first involve research in books, experiments in the lab, and then subsequent correlation of data at the media center's computer. The computer here is a tool to help the student. At the elementary level, students may use computer assisted instruction programs or problem solving programs on an independent basis.

In fiscal year 1982, the ESEA Title IVB funds were used to update and increase the system's 16mm. film collection and to acquire a copy machine for Andover High School media center for student use. Fifty films, which cover practically all subject

areas (Social Studies, Foreign Languages, English, Literature, Science, Mathematics, Physical Education, Music, Art, and Health) were purchased. The advantage of owning the films is that they may be used when needed to supplement a particular subject. It is not a matter of renting a film on a particular subject once a year and showing it to students who may not be studying the material until a month later.

Materials for St. Augustine and Pike were ordered, processed, and placed on permanent loan for the students and teachers to use. The media program advisor coordinated their projects according to their individual needs. This is required by law.

ESEA Title IVB was phased out in FY 1982 and became part of the Education Consolidation and Improvement Act of 1981 Chapter 2 (Block Grant funding) in FY83. These funds were used to equip the microcomputer lab in West Junior High. Allocations were also given to Pike and St. Augustine.

In addition to the many materials used in the media centers during the school day, the circulation of materials, both print and non-print, has continued to stay at a high level. Figures for the 1982-83 school year were:

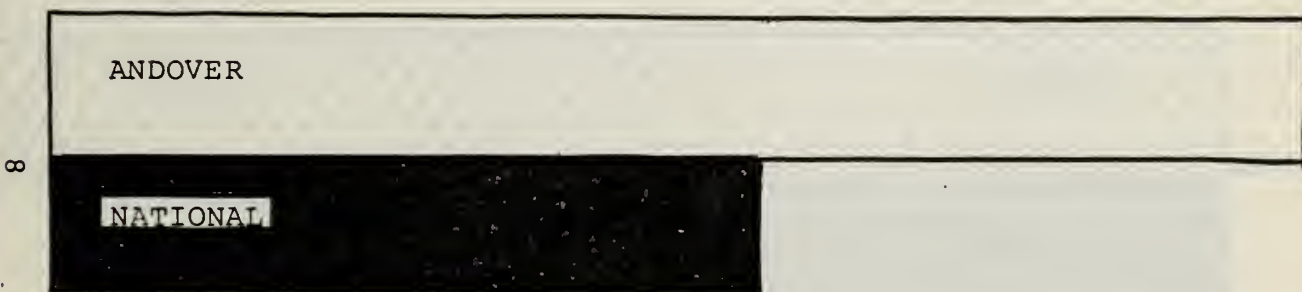
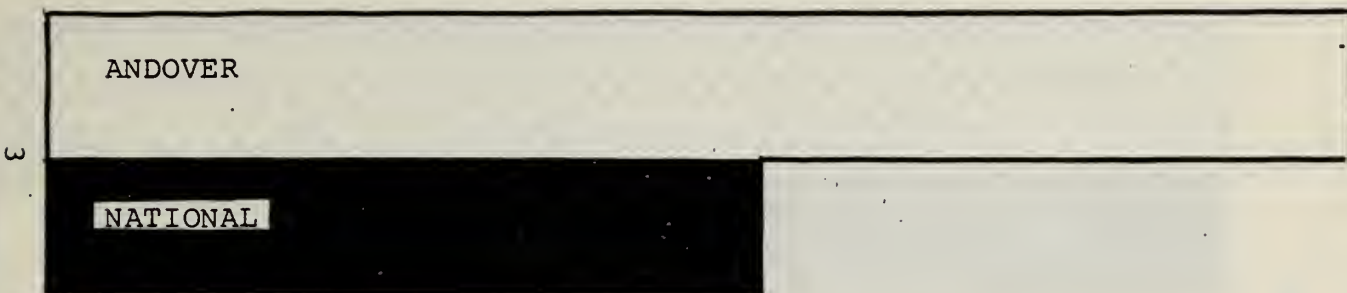
Bancroft	37,320
Sanborn	34,210
South	25,330
West Elementary	45,315
West Junior High	46,305
Doherty Junior High	48,220
Andover High	205,415



ANDOVER STUDENT PERFORMANCE  
ON  
STANDARDIZED ACHIEVEMENT TESTS

In April 1983 standardized achievement tests were administered to Andover students in grades 3, 6, and 8. The following tables compare Andover student performance with the performance of students throughout the United States (national norm), as well as students in communities similar to Andover (high S.E.S. norm).

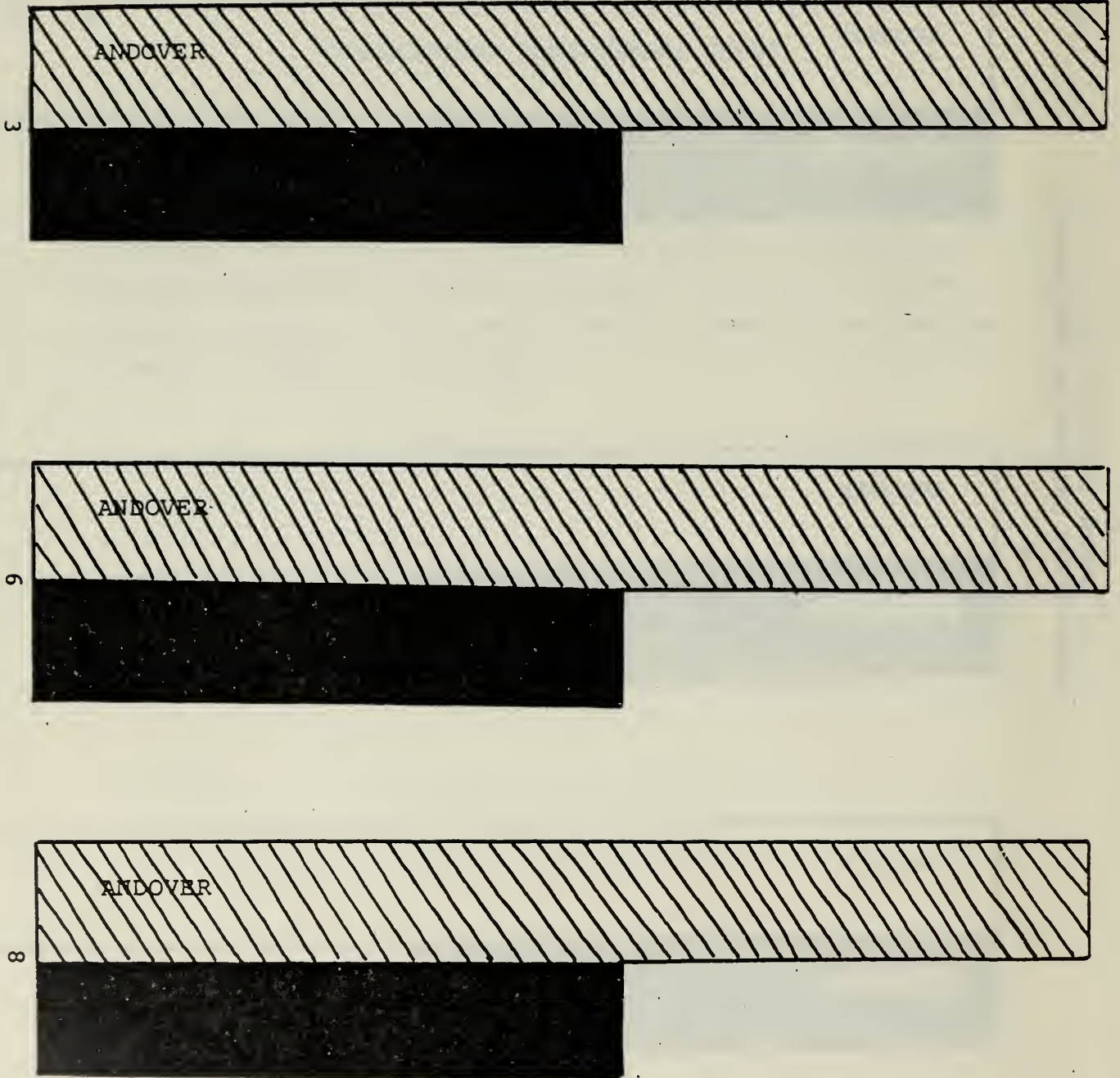
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COMPARISON OF READING ACHIEVEMENT  
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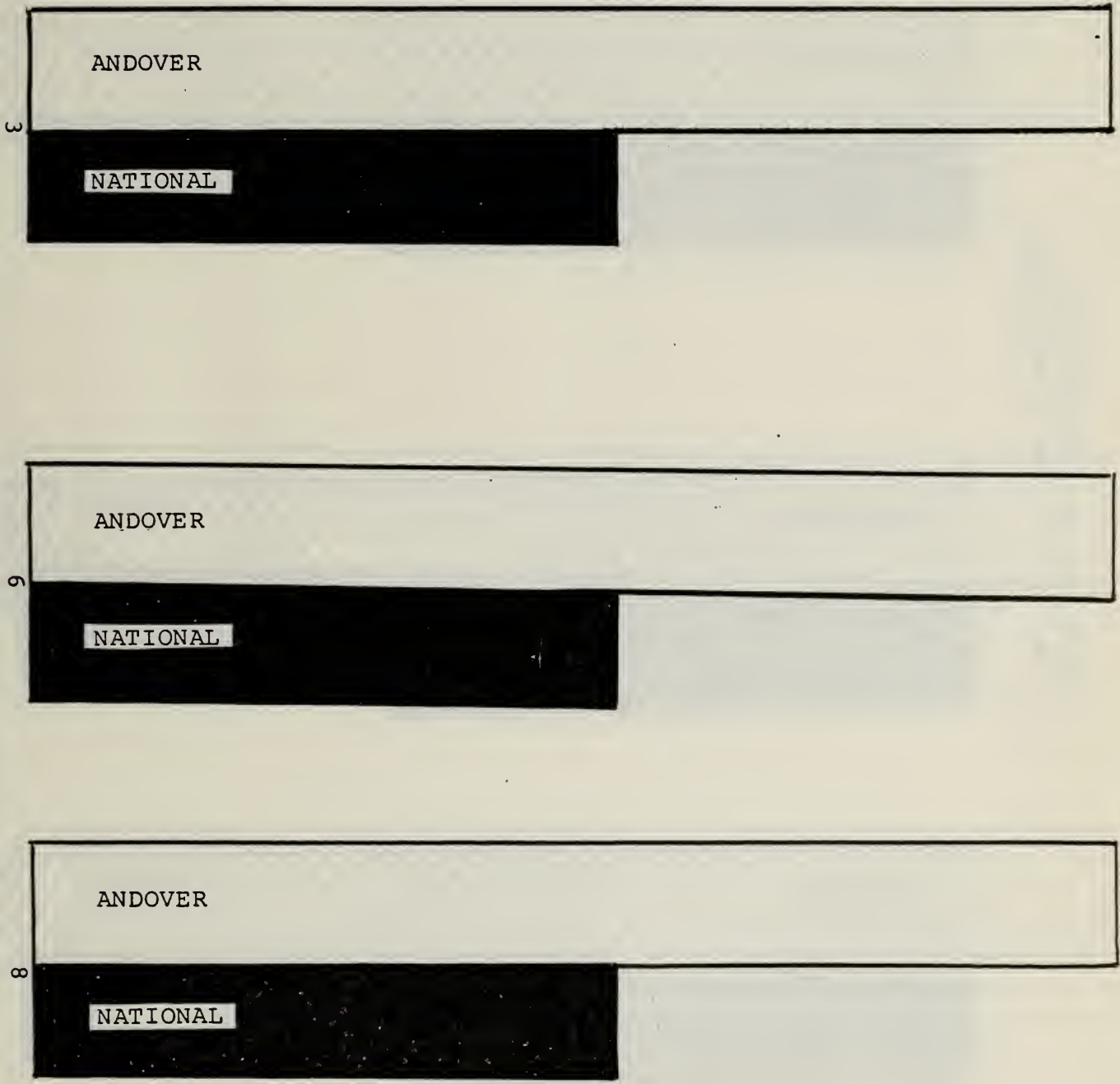
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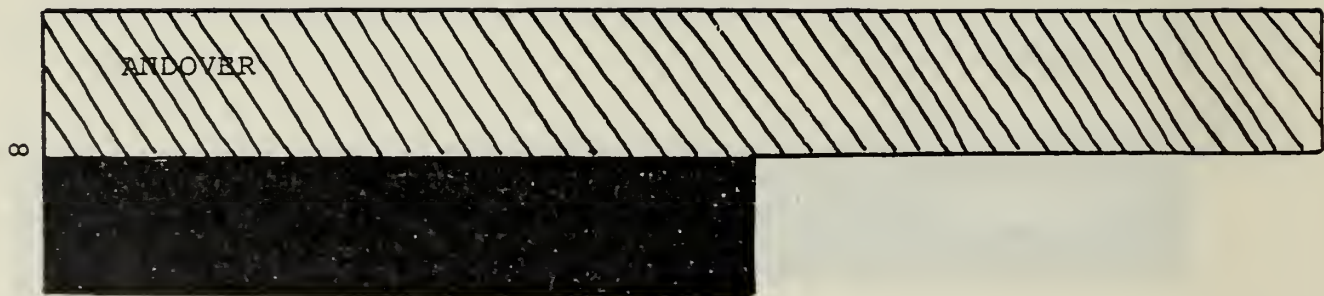
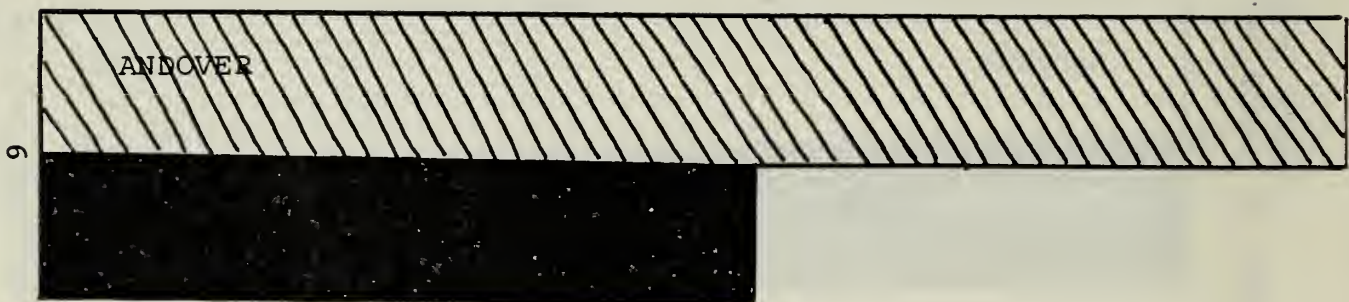
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COMPARISON OF MATH BASIC CONCEPTS ACHIEVEMENT  
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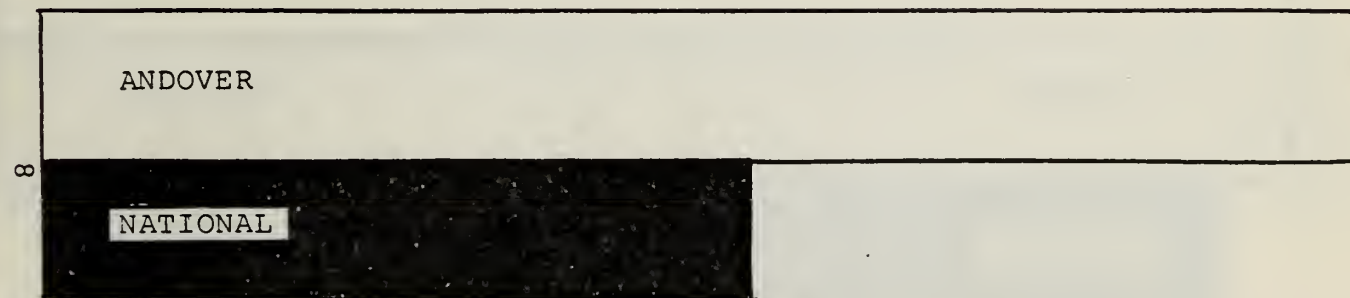
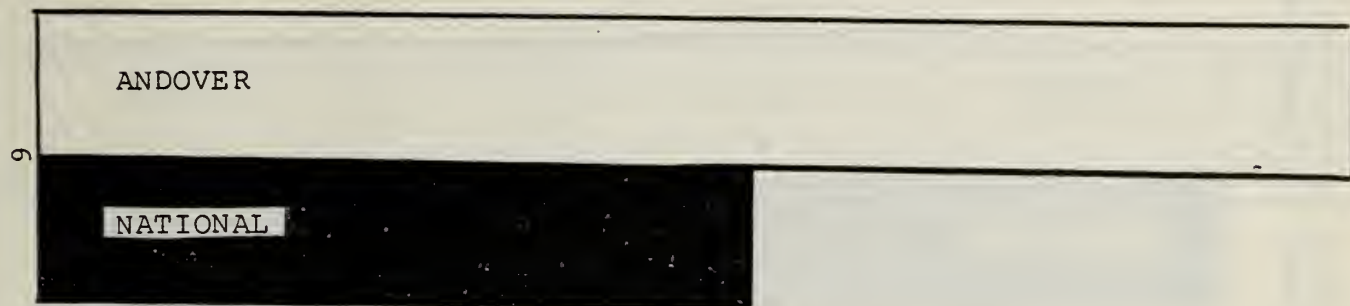
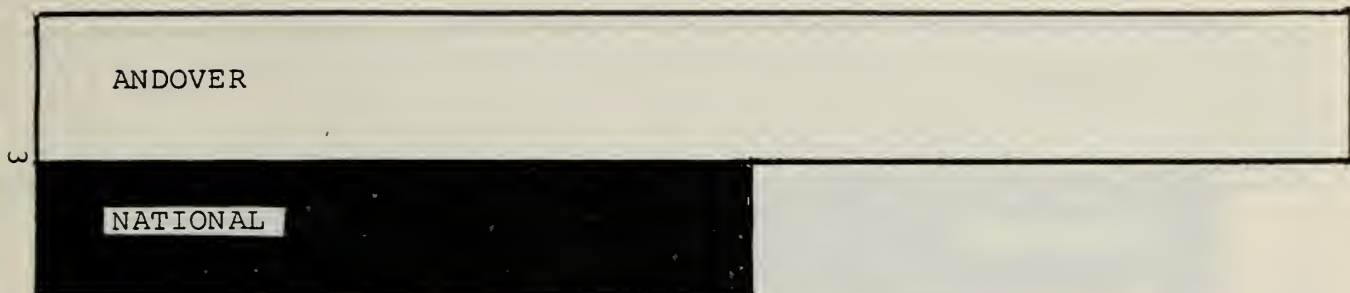
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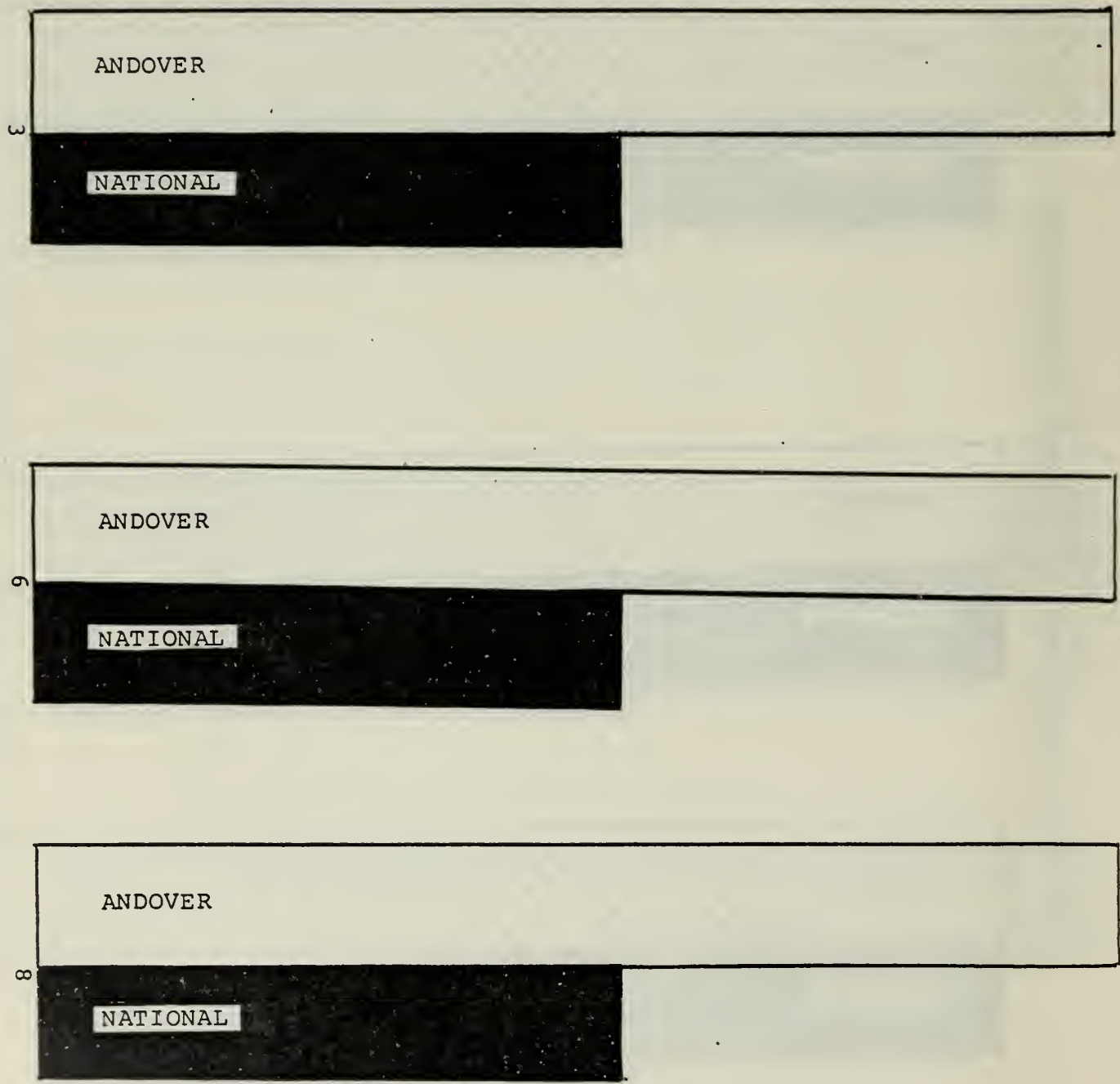


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COMPARISON OF MATHEMATICS COMPUTATION ACHIEVEMENT  
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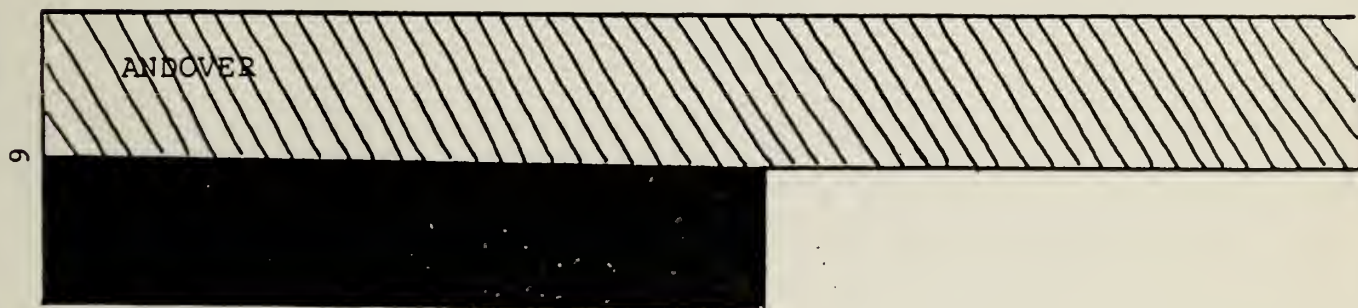
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COMPARISON OF MATHEMATICS COMPUTATION ACHIEVEMENT  
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COMPARISON OF MATH COMPUTATION ACHIEVEMENT  
WITH NATIONAL HI SES NORMS











